

Teachers' Quarterly

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Teachers' Quarterly

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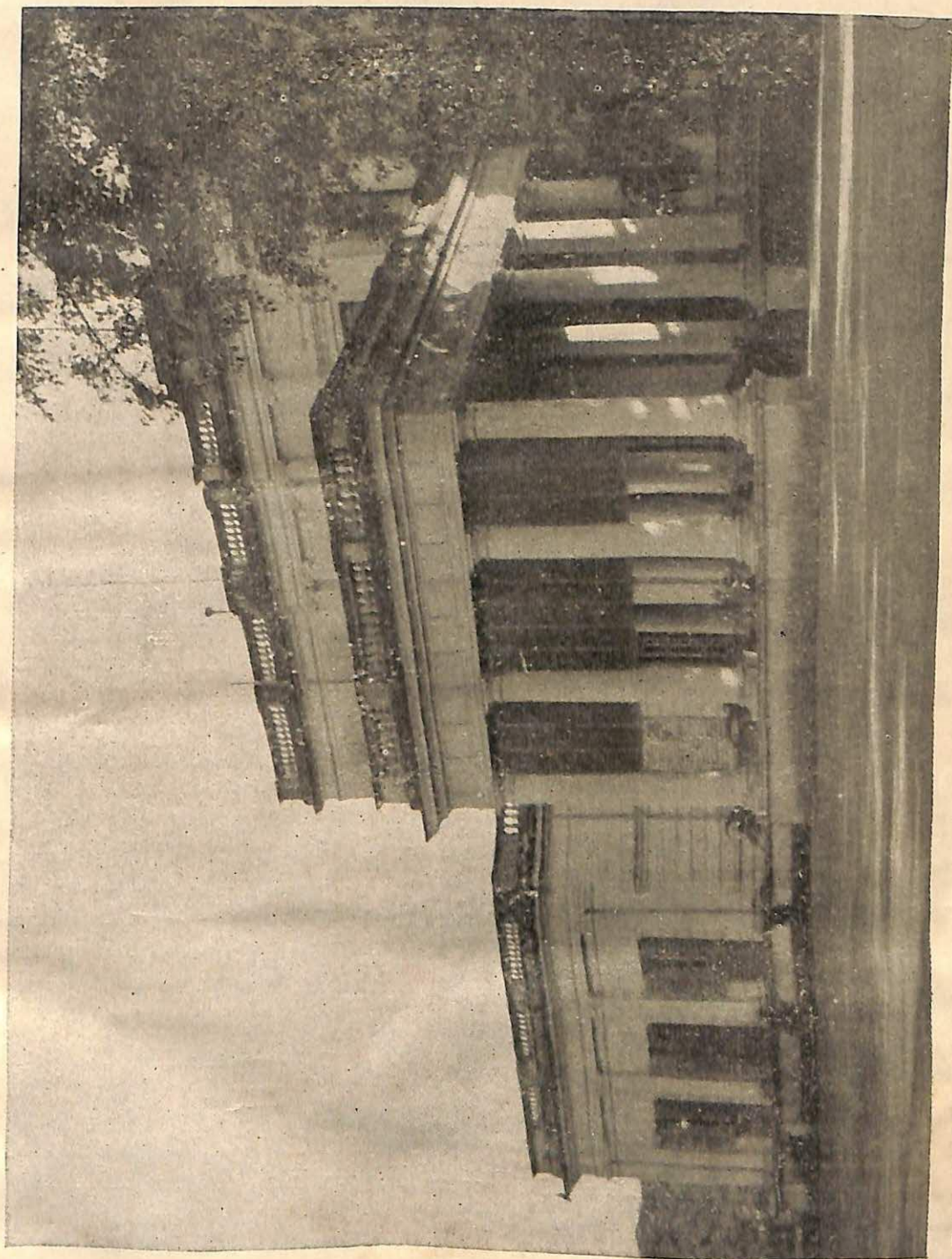
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Teachers'

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FOREWORD

The "Teachers' Quarterly" is being published for the teacher by the Extension Services Department of the Institute of Education for Women.

Secondary Teachers' Training Colleges exist for supplying more efficient teachers to the secondary schools, and as such, they are concerned with the same field of education and its problems as the secondary schools themselves. In the past there has been little, or no, direct contact between the two, and consequently the schools have tended to be too conservative, afraid and unwilling to try out new methods and 'new-fangled' ideas brought in by the newly trained teachers and training colleges, on the other-hand, have tended to indulge in lecture-room theorisation rather than actual experiments with new ideas in education, till their theories became somewhat abstract and unpractical, thus widening the gulf between the training college and the school. And, so, for decades, training colleges and schools have each continued to work in their own narrow grooves, cut deep and smooth by ages of stereotyped and mechanical imparting of instruction and conducting of examinations.

The basic defects of this system of education have not gone unnoticed. Official educational reports as well as important non-official agencies have alike condemned the narrow bookish and examination-biassed system that converts centres of education into coaching classes for examinations. But official and unofficial diagnoses have, alike, merely increased the bulk of the books on the history of education while the malady itself has continued unabated. The time has now come when all workers in the field of education must make an all out effort to escape from the deadweight of mechanical cramming which is sapping the very vitality of our youth, and remodel our schools into real living centres of education. It is a nation-building task of greater urgency and importance than all the giant projects in the economic sphere, and it is the field worker, the teacher alone who can perform this task.

Eminent individual teachers have, in the past, tried to improve the sad state of affairs but have failed because the problem is too vast and complicated to be tackled individually.

The Extension Services Department of the Institute of Education for Women has been started for the purpose of bringing together the (more or less feeble) efforts of individual teachers and institutions and moulding them into a mighty collective force for the reform and revitalisation of education and for helping them with technical advice, more concrete grants and loans of books, equipment etc. Detailed programme of this department is being published elsewhere in the pages of this journal. These plans will be constantly revised and enlarged according to the concrete requirements of the teacher.

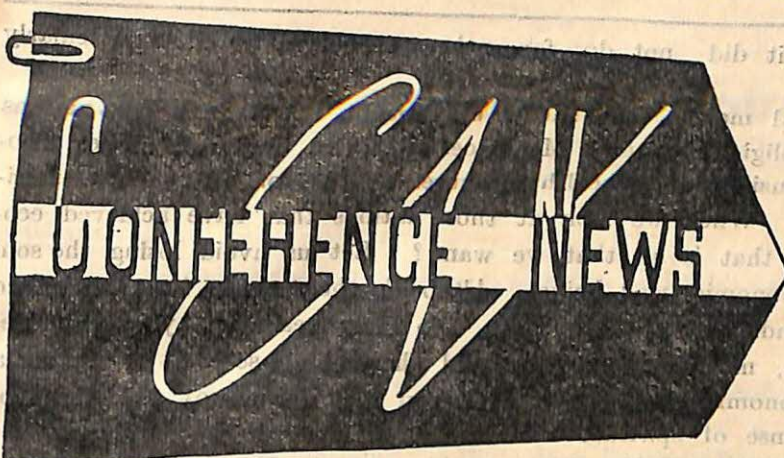
This enterprise of the Institute of Education for Women is an intergral part of an All-India plan for educational reconstruction sponsored by the All India Council of Secondary Education, supported by the state Education Directorate and Inspectorate and helped by the Ford Foundation and T. C. M. by funds, books and educational equipment. It will be inspiring, as well as concretely helpful for the teacher to learn, through the pages of this journal about the experiments and experiences of other teachers working for the improvement of education and other institutions of the state in other states of the country and other countries of the world,—to know and to feel that he is not alone in his herculean task but hundreds, thousands,—nay, millions, of his fellow teachers, all over the world, are striving earnestly for the better education of the human race, in the face of all obstacles.

The Teachers' Quarterly is being presented to the teacher by the Extension Services Department of the Institute of Education for women. In addition to the reports, notices, etc. of the Department, it will also include original articles by educationists and summaries and reviews of important educational publications. But, primarily, the Teachers' Quaterly is meant to be the teachers' own organ, and therein lies its importance and its individual distinction. There will be discussions on individual, as well as general, educational problems; symposia on important educational developments and reports on educational experiments. Let all teachers come forward and make this journal their very own organ.

Nalini Das M. A.
Director

"The future of civilization depends upon education—the right kind of education. To secure that in this age of revolution demands revolutionary thought and action. We are as yet only at the very beginning of what we have to do. We have to revolutionize the purpose, the scope, the structure, the content, the technique, and the methods of education."

H. C. Dent.



Summary of the Inaugural Address

Mrs. Renuka Ray said that she considered it a special honour to be asked to inaugurate the department as she was particularly interested in educational advancement, although due to heavy duties in other fields she was unable to do much in this sphere. She was glad to be amongst the nation's educators, for in-as-much-as they moulded the younger generation, they moulded the future of the country. We were to-day in the midst of a transition period in education. The approach we had wished to have for many years was at last being implemented although not as quickly as desired. Much confusion was bound to exist, as there were many lacunae between what we want and what we can bring about. The department must go much further than merely setting up a department, by trying to help each school to go beyond the minimum level laid down. Many schools were working beyond the minimum standards. It would be possible for the new department, whose nucleus we have to-day, to go forward, to go beyond the present, to organise refresher courses so very vital and necessary for teachers, to have discussions with schools and also with parents so that the home and school environment may not be so different, to help schools to reach greater heights so that they are enabled to fulfil the objectives of education. The department should think not so much of schools that have had all opportunities and facilities, but of schools throughout the districts of West Bengal and should lay standards not too high at the outset. But let us not always look to the minimum which we must get, rather let the minimum be raised so that the minimum of to-day does not remain the minimum of to-morrow. District schools were greatly in need of help. They must be helped to understand the context of the new orientation being attempted so as to build citizens to understand their responsibilities in free India.

It was futile to talk of the indiscipline of youth. The older generation was responsible for such indiscipline. If youth was not given what they required, of course there would be indiscipline. Youth always tends to look forward. The older generation must realise and understand this tendency in youth. If we lack understanding and patience and do not give them the necessary time, they are bound to be indisciplined. A new scheme, the national discipline scheme, has been introduced into refugee schools and had caught on tremendously there. The department could, with advantage,

find out about it and see if it did not do for other schools as well, particularly the district schools.

There was another vital matter that should be thought of. In the past nations had fought each other over religious issues. Man does not live by bread alone. Progress does not lie only in housing and health measures and so on, although a minimum of these are necessary. When we look at those nations that have achieved economic well-being, can we say that is all that we want? Let us avoid losing the soul of India in the search for economic well being. Although the teacher is not given to day the position he had in India, it is the teacher who must teach the younger generation what is intrinsic in us, must teach and mould the child so that while in a country as poor as ours, economic standards are striven for, we do not seek for economic prosperity at the expense of spiritual values. India has given something to the world in the past. Let independent India give something to the world in the future and let that something be of the spirit. *

".....that since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed, that ignorance of each others ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war;... that the wide diffusion of culture, and the education of humanity for justice and liberty and peace, are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern,... and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.

—H. C. Dent

* The conference was inaugurated by Mrs Renuka Roy, Minister of Relief and Rehabilitation, West Bengal.

REPORT OF GROUP I

Santi Dutta, M.A., M.A., (Ed. Lond)
(Group Secretary)

Subject :

Upgrading of Secondary Schools and Diversification of Courses.

President :

Sri J. Lahiri, Retd. Chief Inspector of Primary Schools, Head Master Ripon
Collegiate School.

The conference continued for three days, beginning from 28.1.56. and ending on 31.1.56. An average audience of 50 was present all through. The audience represented Head teachers, teachers, trainees and other interested individuals. Nearly every body participated in the discussions. The main points of the discussion may be summarised as follows :

1. A brief history of various recommendations made by Committees like Hunter Commission, Sadler Commission, Hartog Committee, Sapru Committee, Radhakrishnan and Mudaliar Commission was outlined. Under foreign rule most recommendations regarding the reorganisation of secondary education were just shelved. The picture is different now. Free India is trying to evaluate the recommendations and put them to action.

2. The main objective of the upgrading of secondary schools and diversification of courses, in short, that of the new scheme of reorganisation undertaken by the Government are :

- (i) Secondary education is a complete unit by itself, and not merely a preparatory stage.
- (ii) The student should be in a position to enter into the responsibilities of life and take up some useful vocation.
- (iii) A longer period of training is essential for those who enter the University and also for those who finish their education at this stage of or achieving (a) a standard of education and (b) mental maturity.

3. The new structure of the schools as recommended by the Mudaliar Commission :

Primary Stage :

- (i) Primary or Junior Basic Schools upto Class IV.

Secondary Stage :

- (ii) Junior Secondary Stage :—Junior Secondary or Middle or Senior Basic Schools upto the end of class VII.

- (iii) Higher Secondary Stage—Will include classes upto XI.

All proposals of the Mudaliar Commission regarding the three year degree course, teachers' qualifications and curriculum were discussed fully.

4. The present problem is that of implementing the scheme.

5. Many school authorities have received grants this year for transforming their schools into multipurpose schools and for upgrading their schools, but no exact direction has come from the Directorate regarding the syllabus, building, equipment and methods of teaching

and selection and transfer of pupils at the age of either 11 or 13. As a result a terrible feeling of confusion exists among the Head Mistresses and the parents of the children are no less worried regarding the future of their wards.

6. Under the present situation the Conference makes the following recommendations and appeals to the state, to the Teachers Training Colleges and various bodies concerned :

- (a) We support whole heartedly the new scheme for the reorganisation of secondary education as envisaged by the Mudaliar Commission.
- (b) Before the re-organisation of Secondary Schools is undertaken, let free and compulsory primary education be first introduced. Let every citizen be ensured of education.
- (c) We support Mudaliar Commission's recommendations that High Schools and Higher Secondary Schools should continue to have parallel existence till all High Schools attain the requisite standard of upgrading themselves.
- (d) Let all schools have the chance to be upgraded, even though on unilateral basis, Let the syllabuses, text books, equipment, accomodation etc., be ready before upgrading be taken up. It should not be implemented hurriedly.
- (f) Let arrangements for transfer and selection of pupils at the age of 11 or 13 be fully ready before the scheme of multipurpose schools be launched upon, by arrangements we mean the keeping of school records in proper ways, standardised intelligence tests suitable for Bengali children, standardised ability and aptitude tests, standardised attainment tests, arrangement of workshops in schools and visits to neighbouring factories, mills etc., in primary and junior secondary stages, in a word, proper methods of assessing the pupils needs, interests and capacities as well as the needs of the society.
- (g) Let the public be fully informed of the most important changes that are going to take place in the field of secondary education. The Conference recommends the publication of gazettes, bulletins, periodicals, articles in newspapers and magazines and let copies of these reach every school and thus the darkness among the teachers and the public be removed.
- (h) Let seminars be held regularly at the training college at Hastings House and let experts at the Government level explain schemes and answer questions, just as, in England, Mr Butler used to visit training Colleges, teachers' associations and answer most patiently, all questions and criticisms regarding the 1944 Act.
- (i) Let there be a central library and let there be a body to answer teachers queries, if required, by correspondence.
- (j) The Conference supports the Mudaliar Commission's recommendation that experienced teachers of high schools and higher secondary schools get chances to qualify themselves further while in service.

REPORT OF GROUP II.

Banee Sarkar M. A. M. A. (Ed. London)

[Group Secretary]

Subject :

The correlation of subjects and Projects.

The three sittings of the group were presided over by Mrs. Santi Banerjee, Headmistress of Sakhawat Memorial Girls' School, on the 28th, Mr. J. C. Dasgupta, Assistant Director of Public Instruction on the 30th, and Mr. H. B. Majumder, Principal of the Basic Training College at Banipur on the 31st. Also present and taking part in the discussions were Mr. J. N. Dasgupta, Deputy Chief Inspector of basic schools and Mrs. Pratiba Gupta, Superintendent of the nursery school attached to the college. Mrs. Banee Sarker acted as secretary to the group (recording the discussions and also participating in them). About 20 to 25 teachers and students were present at each meeting.

The following teachers participated in the group :

Mrs. Amiya Dutta, Mrs. M. Chatterjee and Miss Sulekha Chakravarty of Gokhale Memorial Girls' School, Mrs. T. Basu and Miss S. Das of Sakhawat Memorial Girls' School, P. Sengupta, P. Deb, R. Guha of Bethune Collegiate School, S. Sen of the Lake School for Girls, M. Chowdhury and A. Sen of Sir Ramesh Mitter Girls School, Mrs. S. R. Das, Headmistress of the Primary section of S. S. Jalan Girls' School, R. Bose of the Kalidhan Institution, K. Roy and S. Mandle of St. Margarets School, Lina Majumder of Ballygunge Siksa Sadan, Mrs. Bela Banerjee of Kumudini Kanya Vidyamandir, Belgachia, Bina Bose and Gouri Devi of Dum Dum Girls' High School.

Discussion was lively and almost all the teachers present took part. At the end of their 3-day sitting certain principles were accepted, difficulties and limitations in school practice thrashed out, proposals put forward and conclusions arrived at.

Principles :

The following principles were accepted.

1. It was undoubtedly true that there existed to-day an unfortunate cleavage between thought and action, between knowledge and work, due to the artificiality of present-day life. Man has always found knowledge to be necessary to improve action, to make it more effective. Knowledge divorced from action loses its validity. The child thinks with his whole body. To do things, to make things, is with him an innate urge. To thrust on him knowledge divorced from action, from reality, is to go against his nature.

2. The present subject divisions in school reflect this artificiality and are unnatural and burdensome. Subjects have increased in number requiring so many periods on the time tables, and as there is much overlapping matter, there is unnecessary burdening all round of teacher, pupil and time table. A better organisation of the curriculum would eliminate unnecessary material.

3. Hence the importance in the present context of correlation of subjects, necessitating much thought on the part of teachers and the authorities concerned. Proper correlation and grouping of subjects would enable pupils to take in more, assimilate it better and receive a more lasting impression. Subject divisions may come later, for the conquest of specific branches of knowledge, but the basis must be correlation, synthesis must come before analysis.

4. Correlation should not mean just a lumping together of subjects but a real integration into meaningful units such as Social Studies, General Science and so on. And correlation within each subject will just have to be accepted, for instance, one teacher should handle all aspects of language teaching.

5. The experience of basic education would help, as the conception of correlation first come to the forefront with the conception of basic education with its insistence on the three-fold correlation between man activities, his social environment and his physical environment. Basic education sought to correlate not only different aspects of knowledge, but also knowledge and action. Work becomes significant, a form of self-expression, posing problems from which naturally arises the impulse to higher knowledge.

6. Criticisms were made that gaps remained in the knowledge acquired, that the correlations were unnatural, and that the knowledge was not unified. These faults were due to a defect in the technique of the teacher concerned, not in the system itself. The pupils' experience cannot be enriched, rather interest flags and becomes dull if the technique is imperfect.

7. Projects were the practical application of correlation of subjects, a purposeful way of achieving this correlation. They would do much to enliven subject matter and should be established universally in school practice.

8. Projects had an educative value all their own and made a great contribution to the development of character. They would combat the general tendency towards mere reproduction, imitation, acquisition of knowledge: and inculcate initiative, the ability to think for oneself and the group, purposiveness and planning. Projects, both covering the syllabus and out ear be used by teachers as a valuable tool.

Practice :

The following difficulties and requirements in school practice were recognised :

1. In practically establishing the projects method, teachers would require training college guidance as they were unused to the new technique and it needed much careful thought and planning.

2. In the lower classes, class teachers could organise projects, as they taught a large number of subjects, knew the pupils well, and there was less pressure of subject matter. Interest and enthusiasm could be aroused and maintained even up to classes VI and VII, but after that interest seemed to fade. The need was to work out projects suitable for older pupils.

3. In the higher classes, teachers would have to work together on a project, and their periods would have to be pooled. The workshop technique would probably be found suitable here. But a certain elasticity in the time-table was necessary and teachers should have freedom to organise their periods.

4. Interest in projects tended to diminish if written work was involved. This may be met by working out the written work in project-form.

5. The rigidity of the syllabus, and the need to cover it to satisfy the authorities, made things very difficult. If projects could be made, as far as possible, to conform to syllabus requirements, that would be the only course under present circumstances,

6. Projects should not be expected to teach all the subject matter to be learnt by the pupil. They supply a motivation, showing the necessity, the significance of the subject matter. Gaps between one project and the next will have to be filled in by formal teaching. The two should be complementary and go hand in hand and how much time should be allotted to each will have to be worked out.

7. Projects may be class projects or school projects, with a vertical rather than a horizontal grouping. Division of work on the project may be according to interest and talent, livening up work on the project and making for a high standard. Formal teaching could level up achievement in those subjects for which minimum standards were set.

8. There were other difficulties, such as lack of space, library facilities the difficulty of allowing girls in this country to go about on their own, collecting material and information and so on.

Proposals :

The following proposals were put forward :

1. Headmistresses and teachers should show their sincerity in their acceptance of the findings of the group by attempting to introduce projects in their own schools.

2. If a Conference was held next year, an evaluation of results achieved would be made.

3. In the meantime, they would be helped by arrangements for assistance on Projects. A sub-Committee of training college staff and field workers would draw up a course in consultation with teachers and if possible, would work out four projects in the year for introduction in schools.

4. Special attention was to be given to devising projects for older pupils, as far as possible within syllabus requirements and suggestions, lesson-plans and demonstrations for teachers were to be worked out.

5. Curriculum reform was vitally necessary and steps should be taken for a revision of the syllabus so that correlation and grouping of subjects formed its basis.

Conclusion :

There were many difficulties. But where a sufficient number of people considered change in a certain direction good and necessary, that itself had an impact. And then, practical teachers should give shape to this need. Experiment in method and School organisation should come as an urge from the Schools themselves. And if work does not deteriorate even if the syllabus is not fully covered, there would probably not be much discontent, and it would be possible to evaluate at the end of an experimental period whether there was a positive gain.

REPORT OF GROUP III.

Lotika Ghose B.A.,

B. Litt. (Oxon) T.D. (Lond)

Subject :

English Teaching in High Schools.

There were three meetings on the above subject held on the 28th, 30th and 31st respectively.

First Day's Meeting :

(28. 1. 56)

This meeting was presided over by Mrs. Taylor of the Scottish Churches College, B. T. Department. Miss Lotika Ghose of the Institute of Education acted as Secretary, speaking on behalf of the Department of Extension Services and clearing points or discussion as well as recording proceedings.

The following points were discussed :

1. That English be brought more in line with everyday use of the language and the Matric. course be made less extensive and more definite as to the structures and vocabulary expected from High School Students.
2. That more oral work be done in all classes of the high school, specially more stress be laid on conversational English. Also that children should get more opportunities of hearing English as well as speaking English. In this connection it was pointed out that the stilted language used by Indians in speaking and writing English was due to the lack of practice in spoken English and that the defects in the syllabus and the teaching in this respect be remedied.
3. The question of having an oral examination for the high school examination was raised but ways of conducting such an examination practically for such a large number of candidates could not be suggested.
4. It was suggested that the B. T. syllabus should be brought up to date in modern language teaching technique. The necessity of English teachers being acquainted with modern techniques in language teaching was discussed and it was suggested that the Extension Department be requested to arrange short courses in the application of these modern language teaching techniques for existing teachers.
5. It was suggested that all devices such as cinema, broadcast, gramophone, lingua-phone records etc. be more extensively used to make language teaching more living.
6. It was pointed out that if modern methods and techniques were to be used the insistence on text-book work and finishing these books should be relaxed.

The following took part in the discussion. Mrs Taylor, Miss Lotika Ghose, Mrs. Sadhana Guha, Miss Priti Guha, Mrs. Rani Lahiri, Sister Bridget, Mrs Bina Devi Sen and Miss Sultan Jehan.

Second Day's Meeting

30.1.56

The Second Day's meeting was presided over by Mr. K. K. Mukherjee of the University Teacher Training Department.

At the outset Mr. Mukherjee spoke of 4 problems (1) the way of teaching English (2) When to begin English, (3) What to teach (4) How to teach English. Miss Lotika Ghose the Secretary, requested Mr. Mukherjee to confine himself and the discussion to the last two problems as being more within the teachers domain, the workshop meetings having for its primary object the rendering through mutual discussion help to teachers to improve their teaching standards as the standard of English was daily going down. The first question to be raised was what to do with children who come to the upper classes but could neither understand questions asked in English nor reply in English. It was suggested that by taking them in smaller groups and using a mixture of direct method and translation method, the children could gradually be got to understand and speak in English.

2. It was suggested that different courses of English should be studied by different groups of students, though the speaker spoke of them as different kinds of English. Probably the speaker meant elementary English required for everyday use which should be studied by students not language minded and a more advanced course meant for children who would continue their English studies in the University.

3. It was suggested that the English course should be scientifically planned and should be based on methods successfully experimented. In this connection it was felt that the different modern techniques should be applied to Indian children and techniques best suited to them should be adopted and the course be based on them.

4. A few of the speakers recommended the continuation of the Grammar and Translation method as more practical and better suited to Indian children but this was vehemently opposed by others who spoke from personal experience both as having learnt by the direct method and having themselves used this method in teaching, and said that the children were far more responsive and interested. When the direct method was used further discussion showed that the majority of teachers present felt that there was too little acquaintance with spoken English, i. e. that children had too few opportunities to hear English or speak in English. In arranging the teaching of English more opportunities for this should be given. There was almost universal agreement that the direct method should be used in the lower classes and a mixture of direct and translation methods be used in the higher classes where children had not had the benefit of being taught by the direct method. One of the members suggested that the methods of teaching foreign languages in other countries be studied and these might be adopted in the teaching of English in India but that in any case children should be able to understand English when spoken to and answer in English.

5. It was felt by most members that the standard of English required by the High School course was too high for the children and that this should be made to fit in with the practical realities of the situation.

6. As many of the present teachers did not feel at ease when speaking English to their class and their language became bookish, the Extension Department was requested to arrange a course in oral English which would help to remedy this defect as well as a practical course in phonetics so that they could remedy their own and their pupils' defects.

7. There was also a suggestion that the best equipped teachers should take some periods with the lower classes so as to set a standard of teaching in these classes which could be followed by the teachers teaching in these classes.

The following took part in the discussion :

Mr. K. Mukherjee, Miss Lotika Ghose, Mrs Nibha Dasgupta, Miss Rani Ghosh, Mr J. P. Ganguly, Sri Gour Mohon Banerjee, Mrs Sabita Chatterjee, Mrs Priti Guha, Mrs Palash Biswas, Mrs Suprova Roy, Mrs Renuka Biswas, Mrs A Sinha, Mrs Supriya Tallukdar etc.

3rd Day's Meeting.

31. 1. 56.

The Third Day's meeting was presided over by Mrs Taylor of the B. T. Department of the Scottish Church College.

Most of the discussions touched the same points as the previous day's discussions, in greater details :

1. With regard to having a refresher course in oral English it was considered by Mr. O' Brien of the British Council that classes for conversational English did not achieve the purpose as in large classes students did not get much opportunity to speak themselves. It was thought that a refresher course for oral English in which some practical phonetics etc. would be included would be very helpful to teachers.

2. Mrs Karlekar the Co-Ordinator of the Extension Service proposed that an English Teachers' Association be formed. Many of the members agreed to the proposal and some names of intending members were enlisted on the spot. In this connection Mr. O' Brien said that the Association could also be a platform where English people who wanted to meet Indians could meet Indians. If a rule was made that only English should be spoken here then it would also give opportunities for hearing and speaking English so badly needed by Indian teachers teaching English. Certain games could be played which would also encourage speaking in English. The getting up of informal plays in English would be very helpful in this respect.

3. Mrs. Karlekar was requested to take immediate steps to contact Mr. Brutton for a course in Structural English. If possible this should be arranged in the vacation when English teachers could join the course.

4. The present Text Books were considered entirely unsatisfactory and it was proposed that the authorities be approached for setting text books following one of the modern techniques for teaching of English. In this connection text books following the structural method were specially recommended. In any case a graded series of readers should be followed, with a graded and controlled vocabulary which was helpful for speaking everyday English and graded and controlled structures should be used. In the lower classes the environment should be such as was familiar to the children and they could converse with the vocabulary learnt.

5. It was thought that unless some examination was taken to test the understanding of English speech as well in actual speaking speech in English would not be given due importance. Mr. O' Brien suggested that perhaps an unseen passage could be read out to examinees which they would be asked to summarise and on which they would have to answer questions. This would also guard against cramming.

6. There was also a proposal that children could work in groups in the same class and the teacher could take each group in turn to help them and solve their difficulties. This would leave more initiative to the children themselves and give scope for individual work.

7. Games and Dramatics were thought to be of special help in improving the standard of English. The Following members took part in the discussion :

Mrs Taylor, Mr O' Brien, Miss Lotika Ghose, Mrs Sadhana Guha, Mrs Priti Guha, Miss S. Talukdar, Mrs Aparna Devi, Miss Bijoya Sengupta, Mrs Niva Das Gupta etc.

"We rob the child of his earth to teach him Geography, of language to teach him grammar. His hunger is for the Epic, but he is supplied with chronicles of facts and dates. He was born in the human world, but is banished into the world of living gramophones."

—Rabindranath.

REPORT OF GROUP IV.

Subarna Bannerjee, B. A., B. T.

Dip. in Child Development (Lond.)

Subject : Home Science, Science & Hygiene :

President : Miss. P. Graves, Regional Home Science Adviser, Development Department, Govt. of West Bengal.

Mrs. S. John, Gokhale Memorial School, Calcutta.

A number of teachers from different schools participated in discussions relating to existing problems. They also offered some suggestions for improvement. Miss. P. Graves was also present.

The Sectional Conference on Home Science, Science and Hygiene took place on the 28th, 30th and 31st January at Hastings House. Sreemati Nalini Das, Principal, Institute of Education for Women, Calcutta, Miss P. Graves, Regional Home Science Adviser, Government of West Bengal, Development Department and Mrs. S. John of Gokhale Memorial Girls' School and College presided over the sessions. Among the chief participants were Sm. Santi Chakravarty of Community Development Centre, Fulia, Sm. Nihar Mookerji and Sm. Roma Gupta of Sakhawat Memorial Girls' School, and Sm. Renuka Sen of Deshabandhu Girls' H. E. School. All the teachers present were highly impressed with the most interesting talk on Home Science by Miss Graves. She laid particular emphasis on the practical side of home science, which she thought was of vital importance for our daily existence. She also explained clearly the working of the centres under her supervision and went on to say how it was possible to employ inexpensive methods for poster making, food preservation, dress making and laundry work.

Members present discussed various problems on Home Science and Science.

The following were worthy of consideration.

1. All the teachers participating were of opinion that the crux of the whole problem was the non-availability of suitable text books. The few that are available now are defective because the subject matter does not cater for the students of our country. These books are also unwieldy. Then again no suitable books exist for those schools where the medium of instruction is other than Bengali, i. e., Urdu or Hindi.
2. The time allotted for the teaching of Home Science is too short.
3. No fixed periods for practical classes (with the exception of only two schools, who participated)—as there is no provision for recurring grant. The guardians are not willing to pay anything extra regularly for practical lessons on Home Science.
4. When, if at all, practical classes are held, teachers have to take these either after school hours or on holidays.

5. There are no facilities for teaching how to cook Indian and foreign food in the school. Students find it difficult to answer questions particularly on foreign food which are often set in the School Final Examination.
6. In many schools the subject is being taught (in classes VII and VIII) by any teacher without proper training.
7. There is discrimination between physical trained and Home Science trained teachers. A special allowance is granted to physical trained teachers whereas graduates with training in Home Science do not enjoy the same privilege.
8. There is another problem facing the Home Science teachers. With the introduction of the Degree Course in Home Science, what will happen to the present set of these teachers who had the existing training facilities only?
9. Questions are sometimes set for the school final examination outside the approved syllabus.

Their conclusions and recommendations were as follows :

Science :

1. At least two science teachers or one science teacher plus one senior trained teacher should be employed for the subject in each school.
2. Revision of syllabus and text books is essentially necessary for lower forms.
3. Individual Practical Classes for IX and X are desirable.
4. There should be provision for a science laboratory in each school.

Home Science :

1. There should be a committee of experts, particularly those who are handling students, to write suitable text books. Suitable translations of these books should be made later.
2. The syllabus (specially the practical portion) must be strictly followed by each school. There should be circulars from the D. P. I. or other Education Authorities asking the school authorities to see that the syllabus-particularly the practical portion is closely followed.

The syllabus should also be revised. Baking, roasting etc., should be practically demonstrated.

3. The teaching of Home Science should be carried out by a trained teacher and she should be responsible for teaching Home Science in all classes i.e., from VI to X. She should be exempted from taking other classes, if possible. She may be helped by needle work or Art teacher.
4. There should not be more than 20 students in Home Science Practical class (the remaining students may do art or needle work).
5. A Refresher Course for Home Science teachers should be held by the Department of Extension Service.
6. A Domestic Science Teachers' Association be formed.

REPORT OF GROUP V.

Latika Das Gupta, M. A. B. T.
M. A. (Edn. Lond).

THE PROBLEM OF DISCIPLINE

President—D. P. Chowdhury, bureau of psychology, David Hare Training College.

Summary of discussion during the three days' conference.

- A. There was general agreement that discipline was closely connected with :
 1. The relationship between (a) The teacher and the taught, (b) The teachers and the parents, (c) The teachers and the administrators.
 2. The economic, social and other environmental factors at play during the most impressionable period of the growing pupil.
- B. Some instances of indiscipline were classified under the following heads :
 1. Deviation from the moral code,
 2. Defiance of authority,
 3. Breach of the school rules,
 4. Breach of the class room rules,
 5. Neglect of school work requirements,
 6. Difficulties due to the lack of the capacity for co-ordination with fellow-pupils or presence of active undesirable personality traits,
 7. Lapses in the Examination hall, or in places outside the school.
- C. Attempts were made to analyse the causes and the following factors were found to be predominantly responsible for promoting indiscipline in school :
 1. Want of close contact between the teacher and the taught and the teachers and the parents and the teacher and the administrator, cause misunderstanding and promote indiscipline.
 2. Some of the social and environmental causes,
 - (a) Effects of war which have influenced the society and the tender hearts of the young generation.
 - (b) Indiscipline in society, i. e, in the life of the community,
 - (c) Home conditions differing from school conditions,
 - (d) Unguarded discussion of political issues with immature school population,
 - (e) Unhealthy and undesirable films,
 - (f) **Rise of numerical strength in schools** and consequently overcrowding in class rooms,
 - (g) Unsuitable buildings that are used for school purpose without having proper means of venlitation, lighting etc.,
 - (h) **Want of playgrounds** in most of the schools.

Economic Causes :

- (a) Economic distress among the teachers inevitably react on the mental poise of the teachers, thereby adversely affecting the regard the pupil is traditionally supposed to entertain towards the teacher. These may lead to the first steps to indiscipline. The situation is brought to a worse level when the ill-paid teachers undertake private tuitions to supplement their insufficient income.
- (b) Economic status of pupils also requires serious consideration.

Recommendations :**Re : Teachers.**

- (a) Teachers should exercise absolute self control. If all the members of the staff including the Head and the menials work in a proper and orderly way, then pupils will be automatically disciplined.
- (b) Teachers must have sympathy for children and must try to understand them.
- (c) Closer contact between teacher and pupils is necessary.
- (d) Teachers should take their profession seriously as a sacred duty.

Re : Parents.

- (a) Parent-teacher relationship should be improved. It was stated that parents are often indifferent and do not care to attend parents' day in a school. So arrangements may be made for socials and entertainments on parents' day to attract parents.
- (b) Education of the parents is necessary. The parents generally have an idea that the poor teacher is more an object of pity than one of respect. This want of regard for the teacher paves the way to indiscipline. Parents must be made to understand that unguarded utterances about teachers or schools exert a damaging influence on the development of the child. For educating the parents :-
 - 1. Suggestions may be made to All India Radio to organise a programme for parents.
 - 2. The Education Directorate may be requested to arrange for the production of suitable literature for the purpose.
- (c) The parents and teachers should jointly try to keep pupils aloof from undesirable films and literature. For this purpose production of children's films should be accelerated and juvenile literature should be encouraged.

Re : Society.

- (a) Legislation should be undertaken so that school children may not be dragged to taking active part in politics by way of propaganda for leaders.
- (b) The Education directorate may be requested to take the initiative in starting healthy clubs for children.

- (c) The teachers' material needs should be satisfied in a manner which would help them to maintain their dignity, prestige and thus enable them to discharge their duties properly. The conditions which compel teachers to seek supplementary income by private tuition should be seriously taken into account for remedial measures by the state.

As Education is a Nation Building project public opinion should be created and it is imperative that the state should come forward and give greater consideration to the most pressing educational requirements of the country.

Re : School.

- (a) Introduction of self government in schools is recommended. For this purpose it is necessary to develop children's councils for dealing with school problems.
- (b) The school code should be worked in co-operation with the pupils.
- (c) Delegation of responsibility should be made to pupils by way of care of school properties, cleanliness etc.,
- (d) Teachers in co-operation with the pupils should keep a list of problem behaviour which should be reviewed occasionally.
- (e) The school may be divided into Houses and care should be taken that healthy competition prevails among them.
- (f) Participation in co-curricular activities should be made binding on all pupils. Teachers should also participate in them
- (g) A carefully thought out plan for moral instruction should be prepared for each school.
- (h) There should be an assembly every morning before the school starts and, if necessary, problems of indiscipline may be mentioned there.
- (i) There should be a guidance programme and arrangements should be made for child guidance, educational guidance and vocational guidance of children.
- (j) The present system of examination should be reformed and school record-cards containing the continuous record of work and behaviour of each child throughout the whole school life should be maintained.

Time being short it was not possible to discuss in detail any of these points and it was suggested that discussion of the problem might be followed up later and some experiments might be carried out in schools.

REPORT OF GROUP VI.

Aparajita Roy, M. A., B. T.,

M. A., (Harvard).

REFORM OF EXAMINATION AND OBJECTIVE TESTS

In connection with the first Educational Conference of the Extension Service Department, a group discussion was held on the subject 'Reform of Examination and Objective Tests' for three days, on the 28th, 30th and 31st of January, 1956. The discussions on the first two days were held with Prof. K. S. Gupta in the chair and on the third day the meeting was conducted by Prof. S. K. Bose. A fairly large number of teachers from various educational institutions in Calcutta and nearby areas participated in the Institutions and evinced lively interest.

The problem of examination and evaluation is a much vexed one. In recent years examinations have come under the heavy fire of criticism, quite rightly though. Indeed, it is not too much to say that the system as it operates, at present in our schools is causing headache to all thinking men in the educational field. It was therefore quite natural that this subject evoked enthusiastic discussion in the conference.

The three day discussions covered mainly the following aspects of Examination and Objective Tests.

- (1) The purpose of Examination.
- (2) Defects of Essay type Examination.
- (3) Value of Objective Tests.
- (4) Pressure of too many examinations.
- (5) Advisability of replacing Terminal Examinations by (a) Class Tests, (b) Weekly Tests (c) Surprise Tests.
- (6) Importance of Annual Promotional Examination.
- (7) Desirability of combining Oral Tests with written examinations.
- (8) Applicability of Achievement tests in Junior and high grades.
- (9) Utility of Non Verbal and group tests.
- (10) Comparative merits of numerical making and grading of answer scripts.
- (11) Need for maintaining Cumulative Record Cards.
- (12) Inter-relation between the nature of questions in Public Examinations and School Examinations.

As regards the purpose of Examinations the general view that emerged from the discussions was that it should be the true assessment of child's attainments and his capacity of learning. But it was pointed out that the prevalent system of examination could not be regarded as an accurate instrument of measurement either of the child's academic attainments or of his potential capabilities. Hence the necessity of remoulding the system in such a way as to ensure in a larger measure the reliability and validity of examinations was greatly emphasised.

In connection with this point, the comparative merit and utility of the essay type and the objective type of examinations come under discussion. The main weaknesses which vitiate the old on essay type but, as pointed out, are that it glorifies memory and encourages spotting and cramming due to limited sampling. The most glaring defect of the system, however, is its great subjectivity and it is due to this vagary of marking that these tests become highly unreliable for any kind of scientific assessment.

It is mainly because of this subjective element inherent in the traditional examination that Objective or New-Type tests have come to find great favour with educationists in recent times. These tests much in vogue in America and other educationally progressive countries, have undoubtedly a great value in assessing the abilities and attainments of candidates. The reliability of Objective Tests is their greater merit. For, who-ever may evaluate the scripts, the marks assigned will be the same and such impersonal scoring can very well be used for scientific purposes. Besides their complete objectivity these tests can cover the entire find of the candidate's knowledge by their wide sampling as well as obviate all possibilities of writing around the question. Further they eliminate much time and labour as the scoring can be made in a very short time and without much difficulty. Objective tests, again, are scientific because they take factual knowledge more into consideration than factors like organisation of material, expressional activity, spelling, handwriting etc. Which enter into examiners' evaluation of a script in an Old-Type test.

But however good these tests may be it was also rightly emphasised that their limitations should by no means be ignored. For, there is no denying the fact that the New Examination can not measure originality and it does not give much scope to the candidate to show his ability to organise his thought and knowledge. Besides, the fact that the teachers would experience great difficulty in preparing these tests and that the cost of administering them on a large scale would not be negligible was also readily admitted. The fear that Objective Test papers once published could be utilised in the same old way for the spotting questions was also regarded not as totally groundless.

About the burden of frequent examinations the agreed opinion was decidedly in favour of lessening it. Various suggestions were put forward in this connection, the most important being the replacement of Terminal examinations by class tests, weekly tests, or surprise tests. The suggestion of class tests on daily lessons was considered defective, because they hamper the work and progress of the class and present practical difficulty of judging the merit of a large number of students within the limited class period. On account of these defects of class tests, weekly tests were considered to be a better substitute. The objection that they would put heavy pressure on the class teacher was met by the suggestion that introduction of Objective tests would do away with the burden. The third alternative, viz, surprise tests, was not favoured, because though they would give less scope for cramming, the pupils would not have any opportunity of putting forth their best efforts.

The need for Annual Promotional Examination was recognised by all. Suggestions were however made for combining oral with written tests in these examinations. For as was pointed out an oral examination being individual in character, often proves vastly effective in discovering the ability of the pupils. The utility of Non-verbal and group tests was also emphasised by all.

During the discussions on the comparative merits of numerical marking and grading of answer scripts, it was revealed that the suggestion of the Mudaliar Commission in favour of introducing the grading system in schools was not endorsed by most of the teachers. Their objections were based on practical difficulties it would involve in evaluating answers and in fixing positions of successful candidates. The need for the proper maintenance of Cumulative Record cards in schools was also felt though, as pointed out by some, it might entail heavy pressure on the teachers.

The entire discussion ultimately centered on the inter-relation between the nature of questions in public and school examinations. It was unanimously felt that until and unless the type of questions in public external examinations was brought in conformity with the New Type internal examinations, all talks about reform of the school examination system were bound to be useless.

Lastly, it was realised by all, that however much the system of examination may be condemned on different scores, it is indisputably the vital part of the educational set up and must be retained in the scheme of instruction in some form or other. What therefore is necessary is to mend the system and not to end it.

After the three days discussions the following concrete suggestions for the reform of examinations were formulated.

1. There should be weekly tests in place of periodical examinations all through the year at regular intervals. Surprise tests may be given occasionally.
2. The Annual Examination should be retained at the end of each term or year.
3. Oral tests should be combined, if possible, with written examinations.
4. While scoring scripts, examiners should lay more emphasis on facts than on language.
5. Objective Tests should be more and more popularised. They should be frequently administered to children in the Junior grades, who find them very stimulating.
6. As objective Tests lay more stress upon factual knowledge it is necessary to combine both essay type and objective type tests for students of the higher standards. For essay type tests are invaluable for providing a training to pupils to organise their thoughts and express them in a logical and coherent manner. But objective marking should be introduced in scoring the essay type questions, for marking by detailed scheme is better than marking by impression.
7. The question paper may be divided into two parts one part containing the objective parts and another containing short essay type questions.
8. Objective tests for the entire course in each subject should be prepared by the teachers concerned gradually and through the year.
9. There should be refresher courses on objective tests for the benefit of teachers.
10. Cumulative Record cards should be maintained in schools, but teachers should have the opportunity to learn the technique of keeping the record cards in the proper form.
11. Though the system of grading may be adopted for assessing the relative worth of candidates in higher examinations, numerical marking is suitable and should be maintained for scoring answer-scripts in schools.
12. The type of University questions should be radically altered to effect real improvement in the system of examination.

Co-Ordinator's Statement

Mr. President, Fellow teachers and Friends,

In course of this meeting you have heard something about the Department of Extension Service as well as the reports of the discussions in the Conference sittings. You are now, naturally, anxious to hear our president. I shall not stand between you and that pleasure except to place one or two points in completion of the reports today.

(A)

First of all I should like to explain how this conference was organised. From its inception the Department of Extension Service had felt that if light had to be thrown on the problems of education today, it must come firstly from the institutions themselves. Our first mission, therefore, was to approach schools with two questionnaires, the answers to which supplied us with the terms of reference, so to say, of our work.

The findings from these questionnaires were then summarised in a short and more specifically pointed questionnaire to work out the subject matter of the present conference.

After a study of the replies, six subject groups were chosen as in the greatest demand by the schools. How initiative was left to them can be illustrated by the fact that the discussion about science and home science was not in our original plan, but was presented at the Conference as a sort of command performance because of its great demand and, I suppose, this group had some of the liveliest of sittings of the whole Conference.

(B)

As you have heard the detailed reports of the group sittings, I shall pass over the actual Conference with only a few remarks.

Group 1.

Upgrading of Secondary Schools and diversification of Courses :-

The most important resolution of this group with which we are practically connected is the one about making arrangements for getting information and explanation from the powers that be. It may be suggested that (a) the Government should hold teachers' conferences in the manner of press conferences and that (b) our work be given some publicity in the press and the radio.

On the other hand, about the detailed working of the syllabuses, I should like to suggest that, given the general outlines in the various reports, the heads of institutions should be bold enough to take initiative in the working out of details and experiments. As a matter of fact I am rather glad that the Government has not thrown at our heads a complete set of abstract laboratory-generated tests, standards and books. The process of development should be from the sources of actual practice to generalisation of theories. The problem is of making ourselves heard which we are doing now and here.

Then, I do not like the demand that the upgrading of secondary education be stopped till the goal of universal primary education has been achieved. The logical conclusion of this argument may lead to the closing down of the Universities. I should like to point to the example of People's China which has many problems, similar to our own and in which higher education has been made free before primary education.

Group II.

Correlation and Grouping of Subjects and Projects :

In this group the need for a course has been felt, a practical course of 'workshop' sittings to work out 'projects' with the existing school syllabuses.

Group III.

The Teaching of English :

The two most important results arising out of the discussions of this group were—(a) the kind offer of holding a course on the structural method of teaching English by Mr. Bruton and (b) the resolution of forming an English teachers' club. Mr. O' Brien of the British Council has suggested that this club can be used as a meeting ground for Britishers who want to know India and teachers of English who need practice in speaking English.

Group IV.

Home Science and Science :

The discussions in this group were marked by an undercurrent of fear that the present teachers of Domestic Science may find themselves suddenly disqualified on account of the passing out of Domestic Science graduates from the new college. This danger is not so immediate in view of the fact that it will take several years from now to the production of the first batch of such graduates. However, whether any training that we may arrange will be sufficient for properly qualifying the teachers is for the authorities to decide.

Decision to form a teachers' club was taken in this group also.

Group V.

Problems of Discipline :

In this group, like group I, the need for more such discussion meetings was expressed. Such conferences, however, will be fruitful only if methods discussed in the present meetings are applied in schools and authenticated details of such application are presented. Mrs. Nilima Das, research scholar, Bureau of Psychology, David Hare Training College, has kindly offered to work with us.

I should also, like to emphasise the need for parent education as mentioned, in the discussion. On our part we are thinking of organising a 'Mela' for such purpose on some future date. We should appeal to the A.I.R. to arrange Radio programmes for parents.

Group VI.

Objective Tests and New Method Examinations :

In this group, like group II, the need was felt for a course in the nature of a work-shop where tests on matters of the syllabuses will be worked out by teachers under expert guidance.

SECONDARY SCHOOLS

It is encouraging to note the recognition of Home Science in schools below the university level. It is the above average girl in any society who goes on to complete university training. She is above average in courage, ambition, financial ability, or other traits. The majority of women may not have the finances for university training, or in many cases may not wish to pursue further training or may be prevented from doing so by a variety of reasons or circumstances.

No parent need ever feel that higher education in Home Science will make a daughter unfit for marriage. Home Science is designed to accomplish just the opposite effect, to make daughters more marriageable. The majority of Home Science graduates in all countries do marry before or soon after completion of their training.

For those girls who will not go on to universities, the following objectives may be sought in Home Science training.

To acquire basic knowledge and skills in :

Foods and Nutrition—in order to plan diets to meet the needs of family members and promote better health through right eating.

Textiles and Clothing—to adequately plan, purchase, and care for the clothing needs of the family in an economic manner, using her own skills when necessary or desired.

Child Development—to learn how children grow and develop and to provide the influences and environment that will contribute to wholesome growth on whatever economic level the family lives.

Family and Family Relationships—grow in the ability to establish and maintain satisfying personal, family, and family-community relationships.

Health and Hygiene—become better able to maintain personal health, gain skills in creating and maintaining healthful home environment.

Home Management—Acquire skills in spending, saving, and managing for the best interest of all family members on any economic level.

It may not be possible to realize these basic objectives under present circumstances. Teachers of Home Science face tremendous problems in overcrowded classes, no provision for practical work, lack of recognition of Home Science by school authorities, etc. However, school administrators and higher authorities are now recognizing the importance of Home Science in the school curriculum. They are becoming increasingly aware that women have a large part to play in the development of the country and that they must be trained to meet their responsibilities.

A teacher of Home Science on the secondary level must feel a great sense of responsibility to her students in the realization that she is giving them the most, or perhaps all, formal subject matter they will ever receive in the area most vital to future living.

When we teach girls to be personally clean and to keep their surroundings clean, we are teaching not an individual, but a wife and mother of a family.

When we teach the importance of proper diet and the relationship of health to eating, we safeguard the life and health of future generations, not merely of one person.

(C)

Thus, three types of activities have emerged, from the conference for us to work upon :

- (a) Refresher courses : As the syllabuses of these courses as well as the most convenient time for holding them will have to be fixed according to the needs and conveniences of the schools we shall be grateful if the heads of institutions and prospective participants in such courses write to us about their requirements.
- (b) Conferences : This matter has arisen mainly with reference to groups I and V. We should like to know how the Education Department can help us before proceeding with the matter of Group I and for Group V, should like to wait for some time to allow the results of the present conference to come to effect.
- (c) Formation of Associations : This refers, specially, to groups III and IV. We have already taken down addresses of those who have given them and should like to invite all persons interested in these associations to contact us. We shall hold the first meeting as soon as possible.

In this connection I should like to emphasise that these associations will be like professional clubs and not like teachers' unions.

(D)

Apart from the types of activities arising out of the Conference, I should like to mention some others which we may be able to take up soon :

- (a) Apparatus making : We felt that side by side with the subject courses we can have work-shops for apparatus making which all teachers can join to make their own apparatus under expert guidance.

We shall immediately start collection of waste materials like old cartons and boxes backs of used writing pads old magazines and children's picture and story books out of which educational apparatus can be prepared at the lowest possible cost. May I now make an appeal to you to help us in the collection ?

- (b) We expect to receive a core-library of educational books which will be lent free to teachers. Pending that we are ready to start our service immediately with bulletines and magazines which we have received from our corresponding departments in other parts of the country.

May we make an appeal to the Government of India and the Government of West Bengal for a donation of complete sets of their educational literature and may we request them to put us on their posting list for future publications ?

We should also like to request publishers of educational journals to place us on their complementary list.

- (c) During this conference we have been requested by some to organise zonal conferences in district or divisional towns. We may be able to do so if sufficient response is forthcoming and should like to be contacted by people who will be able to help us in this matter.

- (d) As zonal conferences cannot be organised everywhere immediately we are ready to conduct a correspondence service for schools out of Calcutta and shall be only too glad to render any assistance that may be required by them. We shall also welcome reports of their activities, specially, of experimental nature.

- (e) We have understood, from our discussions with some heads of institutions that they find great difficulty in obtaining good teachers, we have, therefore, opened an employment register and shall welcome enquiries from all.

(E)

At the end, I should like to express our gratification at the success of the conference. This was not due to the very inadequate field work put in by us but to the professional integrity and interest of our educationists who have rushed to make this instrument their own.

I hope that this enthusiasm will not be frustrated and I feel that we cannot be frustrated if we boldly take expert initiative into our own hands instead of waiting to be spoon-fed, there are standards and ideals for everything, these are, however, more often than not, impossible of achievement. We should therefore, be prepared for rule of the thumb improvisations. There are many problems, again, which we must accept as long term ones—like problem of space, of standards, of transition etc.

We cannot promise to solve all your problems for you nor is it within our power to try and make the Government solve them, but we do gladly and wholeheartedly promise to make your problems our own and struggle with you along the same path.

Kalyani Karlekar M. A., B. T.

Presidential Address

SUMMARY OF (Dr. D. M. Sen's Speech).

Dr. D. M. Sen in his presidential speech expressed his pleasure at this chance of meeting practical educationists. There were many changes contemplated in secondary education and doubts with regard to its reorganisation would need to be clarified. Schools as individual units feel very lonely. They move in parallel lines, teachers do not meet each other or meet as invigilators in the wrong place or in conferences where they can not talk together. It was felt that there should be centres of relationship in the province, where a dozen or more schools could get together socially and culturally, not only for educational purposes. So when the Ford Foundation made an offer to the Government of India, the offer was welcomed as an opportunity to organise ourselves in a team of education and to feel together and work together. There should be a centre of radiation of thought and feeling, so that we could work together on problems instead of looking elsewhere for help. The difficulty was not in discussions and resolutions, but in belling the cat. It is not difficult for practical educationists to have discussed a thing and come to a conclusion from their day to day experience and to put it down where another educationist can find it. But unless translated through the human medium, it will become just another text-book. The opportunities put before us by the All India Council for Secondary Education and the Ford Foundation enable institutions to come together and to improve what is existing, to take a step forward, and to indicate how extension work can be made vital and of importance here and elsewhere, and in that they are welcome. But teachers are apt to cut themselves off from the ways of life and to make themselves academic and so they lose respect. Extension work is a pointer that we must make education broader. Our schools and colleges are not what they should be. We should work ourselves to a goal when extension work should be unnecessary.

The chairman then offered to clarify issues that the teachers might care to raise. There was a question regarding the upgrading of secondary schools. Dr. Sen, said that the aim was a school leaving standard that would enable any boy or girl to go into the University fully equipped or if not, to go out into life and work and carry on education later on if desired. Education should be multilateral rather than multipurpose. There has been a great change emphasis in the subjects in school. The classical studies predominated at one time. They had to give way to include the humanities and later science and mathematics and now technology, fine arts and home science are all taking their place. Diversification of courses is trying to provide educational services in a broader fashion so that children brought up in a particular environment can develop in a medium interesting to them, but receiving sufficient systematised knowledge so that there is no handicap to his mental development. The new measures will not solve the employment problem, but they will produce people useful in any field and who will be employable under any conditions. The system will be elastic, so that poor but ambitious and bright pupils can continue education through continuation courses and so on. The education of girls must proceed side by side with that of boys, for a nation marches on two legs, its men and women, and if one leg is atropied its progress will be retarded.

VOTE OF THANKS

It is now my pleasant duty to offer a vote of thanks to all those without whose generous co-operation the conference would not have been so successful. To Mrs. Renuka Ray, Minister of Relief and Rehabilitation, our grateful thanks are due for kindly coming, inspite of ill-health, to inaugurate our department. Too our Education Secretary, Dr. D. M. Sen, we must give thaks for presiding over to-day's function and for his illuminating talk. The many prominent educationists and distinguished visitors who responded so graciously to our call and come to preside over or speak at our group discussions, have contributed in no small measure towards making the conference of such lively interest. We thank them heartily. The many headmistresses and teachers who have come inspite of many calls on their time and after a hard day's work, deserve our sincere thanks. In augurs well for our future activities if our first conference has evoked such a magnificent response and we shall be to blame if we are unable to use this energy and launch a reform movement within the schools. We thank the staffs and students of the college for their full and unstinted co-operation, particularly, Miss Lotika Ghose, Mrs. Latika Dasgupta, Mrs. Santi Dutta, Mrs. Subarna Banerjee and Miss Aparajita Roy, for kindly acting as secretaries to the groups, and Miss Bimala Majumdar for so helpfully supervising the arrangements for tea. Our special thanks are due to the student volunteers who came forward with their help, and the peons and bearers who made all the arrangements. We further thank the A.I.W.C canteen for providing us with tea and the Britannia Biscuits Co., for kindly supplying us with biscuits at 25% less than wholesale price. Thank you all very much indeed for coming in such large numbers to day, and we hope our future activities will be as well attended.

Banee Sarkar, M. A., M. A., (Ed. Lond).

What is Home Science ?

By—Patsy Graves

Regional Home Science Advisor,
Government of West Bengal.

Home Science, known also by the term domestic science, home economics, household arts, etc., is achieving recognition in the schools and colleges of India that promises to bring this field to the forefront in the education of women. It is proper then to answer the query 'What is Home Science ?'

In a broad general sense we may answer that Home Science is preparation for family and community living that will contribute to the welfare and stability of the Nation. This broad objective is made practical by offering a course of study designed to fit young women to more effectively meet the challenges of day to day living.

One pioneer educator in the field of Home Science said in 1874 at the establishment of a Western college 'the school was an outgrowth of a conviction that a rational system for the higher and better education of women must recognize their distinctive duties as women—the mothers, housekeepers, and health keepers of the world—and furnish instruction which shall fit them to meet these duties.'

Home Science is the only area of university work in which, from the beginning, the purpose has been the improvement of home and family life. The course of study is usually a combination of sciences (such as chemistry, physics, bacteriology, physiology) the social sciences, languages, history, art, and special courses in Home Science such as child development, family relationships, foods and nutrition, health of the family, home and community hygiene, and home nursing, home management and family economics, housing, house furnishing, and household equipment, textiles and clothing.

Among the outstanding universities offering courses in Home Science leading to the B. Sc. Degree are :

Baroda University, College of Home Science

Women's Christian College, Madras

Queen Mary's College, Madras

Lady Irwin College, New Delhi

Maharani's College for Women, Bangalore

There are several other institutions offering work leading to Bachelor of Teacher Training, or to a Diploma of Home Science. There has been no attempt to list all such schools and colleges and there are possibly others offering the B. Sc. Tremendous growth and expansion is taking place in these colleges, with several new colleges of Home Science sanctioned for construction in various parts of the country.

A noteworthy development is the establishment of training centers for village level workers under the direction of Chief Instructors in Home Science. After training, these workers will carry the message of Home Science to the women of rural India. A later article by a West Bengal Chief Instructor will describe this scheme for the readers of this journal.



The College Staff.

When we provide experiences that help girls to become better adjusted individuals, able to live at peace with themselves and harmoniously with others, we lay the foundations for stable family life that will in large measure contribute to the security and stability of the Nation.

All these things, and more are Home Science. Surely no one will say that it should not play an increasingly important role in the education of the women of India.

One generation of fearless women could transform the world, by bringing into it a generation of fearless children, not contorted into unnatural shapes, but straight and candid, generous, affectionate, and free. Their ardour would sweep away the cruelty and pain which we endure because we are lazy, cowardly, hard-hearted, and stupid. It is education that gives us these bad qualities, and education that must give us the opposite virtues. Education is the key to the new world.

—Bertrand Russell.

CORE CURRICULUM

D. Mahanta.

The word "Core Curriculum" is now being freely used in most of the recent books on Education. Specially in studies and discussions on the Courses of studies the concept of 'Core' is too often introduced by Philosophers, Reformers, Teachers, Psychologists and even Administrators of Education.

What is this much used concept? Is it a mere fad of modern educationists? If not, what is then the real meaning of 'Core'? What is its true significance?

As the term 'Core' is now rather ubiquitous in educational literature, it will not probably be "needless Pother" for us to discuss its meaning in some detail. The writer of the present article does not, however, want to merely create a commotion; he simply desires to initiate a discussion that may help clarify the concept to the best advantage of many.

What is 'Core'? Does it merely denote a combination of two or more subjects of the curriculum (e. g. literature and history, language and social studies or language, social studies and general science) into a two or three period course, to be taught by the same teacher to the same class?

Or, does it only denote a group of subjects that each and every pupil must compulsorily study upto a certain stage of the educational ladder?

[In the report of the Secondary Education Commission of 1952-53] (Mudaliar Commission, Govt. of India) it has been stated that a group of subjects namely, two languages (mother tongue or regional language and one other language) social studies, general science including mathematics, and one craft (probably physical education is also to be included) should form the common 'Core'

Or, does it denote something else?

We know that the term 'Core' has been imported from the American Education system. So in order to understand the real implication of the term, it will probably be very much helpful for us to begin with a brief discussion of the developmental history of curriculum construction in American schools.

From 1911 to 1920, an 'analysis of life's needs' was taken to be the principal basis for determining the curriculum content of different grades. The Committee on the 'Economy of Time in Education' set up by the National Education Association in 1910-11. Franklin Bobbit in 1918 and W. W. Charters in 1923 all recommended the above procedure and consequently 'activity' analysis' formed the basis for determining curricular objectives. The "Aims-and-objective stage" was subsequently followed by the "Survey movement", which helped in carrying over the broad aims and objectives of Education into actual activities and experiences for the child in the class-room.

Then followed the development of the 'Unit technique' with a number of pedagogical methods of great import, e. g. the Project method, the Problem method, Differentiated assignment, Long-unit assignment, the Contract plan, the laboratory plan, the Dalton plan (individualised instruction) and the Morrison plan.

The 'unit method' may briefly be described as an attempt to arrange and integrate the curriculum in such a way that the child would attain the desired objectives in education in a meaningful and permanent manner.

All these changes in the principles of curriculum-construction were mostly due to the two dominating concepts in education, (1) the principle of activity and (2) the theory of Individual Difference.

After 1931, 'system-wide' curriculum revision took place and as a result the school curriculum had to be organised round some broad centre of interest, adapted to the major function of social life. That movement in due course led to the development of the core-curriculum and certain other procedures involving large-unit technique, namely, (1) the correlated curriculum, (2) the fused curriculum, and (3) the experience curriculum. Besides, most to the educators of the then U. S. A. were thinking in terms of an Americanised Education. They maintained that the development in the pupils of the feeling of social solidarity should be one of the most important purposes of the school. To achieve that social integration, the educators proposed the core-curriculum centering around a certain area or areas of study and requiring all pupils to participate. The Educational Policies Commission of 1935 put much emphasis upon "Civic Education" as the core around which school activities and experiences should be centred, throughout the period of general education, in order that the students who would come out of schools might satisfactorily take their proper places in the society. We may refer here to Dr. Draper who defined the core-curriculum as those basic materials which were fundamental for the education of all children at different levels.

But the core-curriculum should be distinguished from the correlated, the fused or the experience curriculum.

The correlated curriculum denotes some relationship between subject-areas as well as inter-subject relationships, within the curriculum.

The fused curriculum denotes combination of two or more subjects into one large course of a more general and valuable nature.

The experience curriculum demands that the courses of studies should be based on those experiences in which the pupils are normally interested and through which they are expected to develop their 'total' personalities.

Recently, however, there has been much confusion over the use of these concepts, specially the core-curriculum and fused curriculum.

Probably there is some misunderstanding somewhere. Correlation, fusion and core should not be regarded as synonymous. They, by their very definitions, are three distinct concepts.

Correlation and fusion are both designed to break down the barriers between two or more different subjects. But in correlated courses, the subjects concerned do not lose their integrity, only their inter-relationships, are shown or established; whereas in fused courses the subject-divisions are completely broken down for subsequent recombination into a new subject matter of a more general and valuable nature. Consequently, fused curriculum usually requires a double-period class or longer, supervised by the same teacher.

The core-curriculum also involves breaking down the subject-divisions and a large block of time. It is probably because of this apparent similarity, specially in the long time

block, that most of the teachers as well as school administrators identify fused curriculum with core-curriculum. But, it is to be definitely understood that fusion is only a specific concept whereas 'Core' denotes a generality of practice.

Edward A. Krug in his book 'Curriculum Planning' wrote 'Many a fusion class has gone by the name 'Core-curriculum' to the intense bewilderment of teachers, curriculum-workers, administrators, youth and the lay public.'

Dr. Harold Alberty, one of America's recognised writers in the field of curriculum, specially of the core, said in an address at the National Conference of Core-teachers in Michigan.

'.....Combination of two subjects within a double class period is not 'Core' ; it is mere fusion of subjects.....core is not concerned with the traditional school subjects.'

There is again a fundamental difference between the two concepts of learning, underlying the first two types of courses (correlated and fused) on the one hand, and the third (the core-curriculum) on the other. The first two courses would imply a theory of learning based on the concept of mental faculties of formal discipline, and consequently, a subject-centered curriculum ; whereas an experience curriculum based on the theory of learning as modification of behaviour is the central point in core-curriculum. The core-curriculum demands a revolutionary outlook, a transition from subject-centred curriculum to experience-centered curriculum. It demands that teachers should direct their attention, while teaching, entirely to the pupil-needs and not to the subjects.

There is, however, another potent source of confusion. The term 'core' from the historical point of view, has continually been undergoing changes in its connotation.

Along with the rapid expansion in the world of knowledge, the school curriculum is obviously growing in variety and volume. Then again, with the increasing realisation of the ideal of universal education, more and more children are coming to the schools from different levels of the society. Thirdly, enormous increase of the world population, together with the tremendous advances made in scientific and technological spheres, demands a new outlook on life—a philosophy of collective living, of co-existence and harmony. Consequently, the present-day curriculum is to represent large number of subjects, wider areas of population and broader needs of humanity. Much emphasis is also to be placed on 'Education for citizenship'. Certain subjects which are considered by the educator-philosophers of the time to be of greater importance for effective social life, are naturally combined together to build up the so-called 'compulsory' subjects of 'constants' of the curriculum, for the general education of all pupils. This general course is often termed as the 'Core'.

The use of the term 'Core' in this sense is obviously restricted in meaning and is quite different from what we have already discussed. The core-curriculum should naturally be experience-centred, and not subject-centred, as is implied here in the sum total of essential subjects. Experiences of pupils cannot probably be cast into the limited mould or rigid structure of different subjects ; they usually come in and through the diverse problem situations that the pupils face in their day-to-day life. The interests and concerns of the pupils normally extend beyond the class-room and the school.

The core-curriculum should follow dynamic learning situations in which the pupils participate actively to solve the meaningful problems of their life. Various project reflecting various aspects of their life must have to be integrated within the framework of the core-curriculum. Of course

the needs of the society should also be considered and therein lies the tact of the 'core' teachers who would very judiciously plan and develop their core programme. The flexibility and freedom, implicit in the core-idea, evidently demands constant vigilance on the part of the teachers, because they are also to tackle the problem of developing the total personality of children.

Paul R. Pierce in his book 'Developing the High School Curriculum'—described the 'core' as consisting of 'the activities of living necessary for all as worthy members of our social order.' T. Paul Leonard in his book 'Developing the Secondary School Curriculum'—defined 'core' as 'that part of the curriculum which takes as its major job the development of personal and social-responsibilities and competency needed by all youth to serve the needs of a democratic society'.

We may note therefore that the core-curriculum, to be precise, should mean not merely the compulsory subjects that every pupil must study; but it should mean the common bearings that every child must acquire. For wider acceptance, we may propose that the term 'core' should preferably be defined as that part of the experience-curriculum which is considered essential for all learners in order to live effectively in the society. It is true (and it has also been experimentally established) that the concept of 'core' is a distinct contribution to the modern educational thought. But, in order to derive its real value in practice, educators, administrators, parents as well as pupils must develop a clear idea of it. It must be seen and planned as a whole, by all concerned in closest co-operation. It should necessarily be a collective project with the only one goal of helping the young generation develop that much efficiency for successful living, as can reasonably be demanded of them.

If we succeed in bringing this young 'Core' idea to youthful pedagogical practices, our system of education will certainly be more satisfying and fruitful and the future of our society would evidently look brighter, richer and happier.*

If we give up the previous rigid concept of school subjects and try to relate the knowledge gained in one course to that of other courses, it is because we know to day that only a coordinated attack on the mind of the individual will be effective.

—Karl Mannheim.

*Re-printed from 'Education Today',—David Hare Training College.

SOCIOMETRIC ANALYSIS

OF A CLASS TO BRING OUT MALADJUSTMENTS

Srimati Shail Bala of the Government Girls' High School, Kachiguda, Hyderabad, Deccan, has made a sociometric analysis of class IX B of her school, trying to find out, through a study of mutual likes and dislikes, cases of maladjustment, with a view to helping them to achieve better relations with the rest of the class. The twenty five girls in the class were supplied with questionnaire forms and asked to fill and return them confidentially as they would prefer not to express their dislikes openly. The questions asked were :

1. Give the names of five girls of your class whom you like best.
2. Give another five names, whom you do not like.
3. Name the girl you like most.
4. Name the girl you do not like at all.

After collecting the data, a frequency table was prepared. Each girl was given a number and the likes and dislikes were also transformed into numerals. A sociogram of these likes and dislikes was constructed, the likes being shown in blue and dislikes in red arrows, while mutual likes and dislikes were shown by arrows of the relevant colour pointing both ways and crossed in the middle. After five such sociograms were constructed, the position of the numbers being changed according to convenience in order to minimize complications, the final one took form and brought to light an interesting situation in the class. Three girls were shown to be most popular, while about six girls were generally disliked, while in two cases, there was liking on one side and dislike on the other.

For instance, No. 1. is liked by 14 girls and disliked by only two, No. 6. is liked by 12 girls and disliked by only one, there being a mutual dislike between herself and No. 9. No. 2. is liked by 11 girls and disliked by only one. No. 1 is a bright student, first in the class, good at drawing, smiling and popular. No. 6 is younger than most of her classmates, pleasant and intelligent, bold and enthusiastic, good at dramatics, consequently well-liked by most of the girls. No. 2 is sweet looking and modest, bright and attractive, and naturally liked by her classmates. These three lead the class, are leaders of the different study groups, and helpful to the other girls, who seek them out.

The girls most disliked are No. 9 and No. 22 both disliked by 9 girls, No. 24 who is disliked 7 girls, No. 10 and No. 19 by 5 girls each. No. 9 is neither dull nor bad looking and formerly was one of the 5 captains of the class. The teacher thought of her as one of the leaders. It was the sociogram that brought to light her unpopularity. This is obviously a subject for a case study. The girl is of a rich family and is apparently proud and superior in her behaviour, perhaps stubborn quarrelsome. No. 22 is of average or below average intelligence, weak in many school subjects, and looks rather stubborn. Her case also requires study. No. 24 is a newcomer rather reserved and quiet, No. 10 is sickly, comes late to school, is poor in her studies, absents herself from the monthly test and if possible from annual and half yearly examination also. No. 19 is a normal girl, good looking and active, not very good at studies but all right in other respects, yet she is not liked by all, and the teacher was rather surprised to find this.

There are also some cases where liking on one side is returned by dislike on the other. For example, No. 1, dislikes No. 21 but No. 21 likes No. 1 again No. 11 likes No. 12 but No. 12 dislikes No. 18. These cases need investigation.

A sociometric analysis of this sort is very valuable as it can help the teacher much to understand the class as a group and as individuals and so to organise it to best advantage. Problem children can be detected and helped, differences may be tactfully bridged and greater co-operation achieved, tensions released and the class as a whole helped towards greater stability and higher standards of work*

.....that since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed ; that ignorance of each others ways and lives has been a common cause throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into wars,....that the wide diffusion of culture, and the education of humanity for justice and liberty and peace, are indispensable to the dignity of men and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern, ...and that peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.

From the Constitution of U N E S C O

*Summarised from Publication Series No 3, Department of Extension series, College of Education, Hyderabad-Dn.

Training College Extension Work

Banee Sarkar M. A., M. A. (Edn. London).

Broadening concepts of education to-day and the democratisation of education are focussing attention on the importance to the community of the teacher. Naturally, the adequacy of the present training given to teachers, the scope of the institution where such training is given, the fitness of in-service teachers to discharge their responsibilities, and the suitability of the majority of schools as providing the necessary social environment for the development of the nation's young, are all being held in question.

The training college in India has been criticised for having no proper understanding of school problems and for giving a training that is divorced from reality. Cut off from everyday life in its ivory tower of theories and principles, it preaches methods which it takes no pains to demonstrate, and which are unrelated to the school situation and to conditions in the country.

The role of the training college should without question be a vital and dynamic one. It should be a laboratory of experiment, vitalising education in the country, giving an impetus to change and ferment. It should be a research centre for new methods suited to the needs of the country, evolving educational principles but also actively concerned in their translation into practice through suitable text-books and apparatus.

For this, the training college and schools must work in close co-operation and the present gulf be bridged. The counter-criticism of the schools that they are stagnating in old ways, impervious to the changing environment, resisting reform, carrying on their existence apart from the social context, is also justified. They seldom provide suitable conditions for trying out new methods, few schools are at all interested in trying anything new, and the talent, resource and enthusiasm of new teachers are often defeated by the downward pull of the environment. Various factors are responsible for this state of affairs. Some are material, such as a low salary, lack of adequate equipment, buildings, appliances, guide-books and other teaching aids. Others are human factors, such as the unprogressive ideas of administrative officers, apathy on the part of teachers, insistence of parents on what they consider education, absence of stimulating contacts with inspiring educationists.

While conditions are such, the school cannot fulfil its function adequately, nor teachers discharge their responsibility to the community. The need to end this stalemate and to bring about a closer connection between the various agencies concerned with the education of the nation's children is imperative, particularly in view of the proposed expansion in secondary education.

Dissatisfaction with the present state of affairs and the desire to end them has resulted in two educational conferences held in the last one and a half years, the first in Hyderabad, and the second in Srinagar. The heads of training colleges from all over India got together and discussed the situation. Their deliberations have given birth to the All-India Council for Secondary Education, which has initiated a nation-wide training college extension scheme. The purpose of the scheme is to bring the training colleges into

dynamic contact with the teacher community through the organisation of suitable extension services, and to bring about a renaissance in the outlook and the mentality of the secondary teachers as quickly as is possible within the limits of our present set-up by bringing them into vital association with those who have the necessary sympathy and understanding of their problems and difficulties, with at the same time, the competence and technical training to render effective guidance.

Twenty-four training centres throughout India have been selected initially to work out extension service schemes, and it is proposed that thirty more will follow suit. Three colleges in West Bengal have started work. They are Vinay Bhavan, Santiniketan, David Hare Training College, Calcutta, and the Institute of Education for Women, Calcutta. These colleges are required to be "vital centres from which dynamic forces necessary for the training of the in-service teachers and the development of secondary schools will have to ensue".

Extension service work may be organised along a number of lines. But the basis must be the felt needs of the schools themselves. Hence, the co-ordinating staff appointed to further this work must necessarily visit a large number of schools within their scope, and hold discussions with headmistresses and teachers, surveying actual conditions in schools and the problems faced by the teachers. Questionnaires sent out to schools will supplement the data collected by personal contacts and observation, and occasional conferences of teachers will help to draw together on a common platform the difficulties faced by innumerable schools, provide a forum for the teachers to voice their grievances, offer their suggestions, and raise questions of topical educational importance, and bring about a working association of various educational agencies by giving an impetus to the formation of Subject Teachers' Associations, Parent-Teacher Associations, seminars and study circles, sub-committees to deal with specific issues and so on.

On the basis of knowledge gleaned by these various methods, technical assistance may be provided. This may be of two kinds—of a permanent nature, such as an advisory service to deal with specific problems raised by individual schools, such as the correlation of subjects in particular classes, solving the problem of discipline by suggesting methods of self-government, dealing with the problem of large numbers in classes by grouping methods, introduction of projects and objective tests, guidance in new teaching methods such as the Structural Method in English, dealing with backward pupils, difficult pupils and so on. The establishment of a core library of books, records, films, maps and charts and other educational aids for the use of teachers will also be of a permanent nature, as also the preparation of educational apparatus and their sale at a reasonable price. Study circles and subject-teacher associations, once got going, will also be of this category.

Of an occasional nature will be refresher courses on specific school subjects such as spoken English and the new world history syllabus; or workshops and seminars on educational issues such as the correlation of school subjects and the Project Method, or apparatus making and so on. Educational journals, bulletins and other publications on current educational topics of interest to teachers and allowing scope for interchange of ideas amongst them, will also be of a periodical nature.

Training college extension work may by these means reach and benefit a large number of schools, by collecting and utilising the experience of the most successful schools and teachers for general benefit, by making available to all schools the expert advice of the training college

staff and other educationists, by guiding the introduction of new methods in schools, by initiating a general reform movement within the schools. Naturally, schools within easy access of the institution will be able to participate in an intensive programme, whereas outlying schools will initially be served by a correspondence service. But mofussil schools are most in need of assistance, and extension service work should reach them. Mobile units may move from area to area, organising short courses, running a circulating library, giving an impetus to local effort and helping local talent, moving onwards, then coming back at a later period to consolidate earlier work, in the meantime keeping a follow-up, through contacts in each area, of work maintained and progress achieved. Old students of the institution may be used with advantage to spread the work and to disseminate the ideas of the institution as active agents in the extensive programme.

The Institute of Education for Women is doing training college extension work along these lines through its new department. The Department of Extension Service, at Hastings House, Alipore, and the recent educational conference organised by it, to which teachers came in large numbers, is an eye-opener, revealing how alive the teachers of the province are to the needs of the situation. As was remarked at the conference, if a sufficient number of people considered change in a certain direction good and desired it sincerely, that itself had an impact. All agencies concerned with education must come together and work together in their common task. Only then will the Home, the School and the Community contribute of their best to make the education of the nation's young a happy venture and a successful undertaking.

PLEASE WRITE TO US !

- ★ YOU can write articles on interesting educational experiments and experience and send us photographs to print.
- ★ YOU can answer questions to put in our Forum.
- ★ YOU can ask questions about problems that are worrying you.

F O R U M

ENGLISH TEACHING AT ST. MARY'S HIGH SCHOOL

A questionnaire on the teaching of English was issued to many girls' secondary schools in and around Calcutta. The full and interesting reply received from St. Mary's High School forms, with their kind permission, the basis of this article. The language of the answers has been retained as far as possible.—Ed.

English is taught at St. Mary's High School, Calcutta, by three teachers well qualified to do so, being English speaking and having taken lessons in elocution as well, apart from possessing the necessary academic qualifications. One of the teachers holds a first class Honours degree in English and also offered English as a special subject for the B. T., another is a trained English Honours graduate from Dublin University, while the third is a graduate with English as a special subject for the B.T.

The methods used in teaching English are such as to lay a firm foundation in the language and to arouse interest and enjoyment. The Direct Method is used almost exclusively, the Translation Method being used only so far as is necessary to prepare pupils for examinations. Dr. West's New Method Readers have been found useful for the use of a controlled vocabulary. No grammar book is used, teachers using their own initiative in this respect. Library reading is encouraged. The teachers supervise the selection and distribution of books and offer helpful suggestions. Magazines and other interesting publications are displayed in the library and Quizes are planned to stimulate interest in the reading matter or project concerned.

Library facilities are provided to encourage out of syllabus reading. One room is set apart as a library and teachers take their classes there in relays. Pupils may go to the library during recess or at free periods. All the books desired have not yet been obtained, but the library is being gradually built up. Books available consist of very attractive and simple versions of the classics, fairy tales and Enid Blyton's books, but the need for a series of Indian fables and legends re-told in simple yet graceful English is much felt. So far the school has been unable to procure anything satisfactory in this line.

It has been found that the children like reading English story books. Little hints about a particular story may be given or when a child's favourite type of book is known, she may be helped in the selection of books. A story told in outline to a class often rouses interest and pupils want to read it for themselves.

Methods that have been found specially successful are the use of bright charts in the lower classes and recitations, nursery rhymes, singing and play-activities to make the English class more lively and interesting. Very simple dramatisation of little poems or stories put children at ease in the use of a foreign language. For senior students, a school

magazine, however unpretentious, library projects, poster displays, quizzes and appreciative reading of simple poetry are all a help. Interesting essays and stories from pupils of another school, read to the class stimulate them to some effort at emulation.

Nursery Rhyme charts are available in the market, and other charts are made in the school from picture books, A. B. C. and animal books.

A little English taught in the primary classes is a great help when pupils come on to the secondary section. But the text books prescribed are graded from Class V upwards and are very unsatisfactory. Most of them make no attempt at building up a child's vocabulary systematically and there is not sufficient practice afforded in the use of new words introduced, lesson topics are of little or no interest to the pupil or where the subject might be attractive the language is difficult and generally there is no attempt at style. The School Final Selections are enough to turn the average student against English literature for the rest of his life. The selection seems to be utterly haphazard.

Hence the school has changed to Michael West's New Method Readers for classes IV to VIII. These, with the Supplementary Readers if handled properly, provide a useful vocabulary graded according to the pupils capacity and a choice of subjects interesting and attractive and the pupil becomes acquainted with English literature in a simple way. It is thought that for the School Final narrative poems and simple descriptive verse ought to be chosen in preference to poetry that is too abstract or remote from the pupils' experience, and that prose selections could be more representative. For instance it was a great pity that some selections from Tagore's translations of his own works did not find a place on the syllabus.

Objective tests in English in the higher classes could be used in such a way as to eliminate the use of help books. True and false statements, multiple choice answers and so on could be used to elicit the maximum information from the pupil, who will have the advantage of finding the answers correctly expressed and will not have to waste a whole lot of time thinking out ungrammatical sentence forms.

Dull and backward children have been to a certain extent interested by picture story books. But when pupils reach class VII or VIII without having grasped the barest essentials of expression there seems little hope of getting them to make up for lost time. Pictures and charts awaken their interest, but not sufficiently to overcome their handicap. Reading aloud in class and drill on difficult works helps to overcome difficulties in pronunciation and backwardness in reading, and a little speech training is good too.

English teaching in schools may be improved by a spoken English course. Study circles to deal with problems of English teaching may discuss topics such as the teaching of grammar without too much dependence on grammar books, translation as a transfer of ideas not words from one language to another and so on.

Questions and Answers

(This section is reserved for discussion of school problems. All headmistresses, teachers and research scholars engaged in collection of data from schools are invited to contribute hereby (a) sending questions and/or (b) answering them. Here we are printing a few questions with rough and ready answers supplied by us and should be very glad to hear from those who have tackled this problem in their schools with some success. Answers can be short or in form of articles. Good photographs will be accepted for printing.)

Q. In most of the classes we have about forty students. How is it possible to take individual care of them ?

A. Grouping of pupils is generally suggested to deal with the problem of individual attention in crowded classes. The class may be divided into two groups of 20 girls and one group can do some written or practical work while the teacher instructs the other. Or, some assignment or project may be given to the class divided into, say, four groups of the girls and the teacher may go round to them to guide them in their work. However, these changes in the current way of teaching cannot be introduced all of a sudden because the successful application of these methods depend upon a developed sense of self discipline and a cultivated ability to do independent individual work. I should therefore recommend the gradual introduction (if it is not in use) of self government and the inductive type of teaching in the school.

Q. How can we examine the home work and class work of so many students ? Out of seven periods in a day, teachers have to work six periods. Class-work and home work cannot be examined in one period and neither is it advisable to compel teachers to undertake heavy mental work for seven periods continuously.

A. The essay type of home or class work takes a much longer time to correct than most others and is also, considered to be unreliable in many respects. One of the ways out suggested is the use of objective tests. These are easy to administer and test factual knowledge exactly. On the other hand, they are more expensive because larger and more detailed question-answer papers have to be applied for them. Modifications, however, may be suggested to reduce expense.

Another way of assessing attainment without the necessity of correcting too many papers may be the use of projects. This involves more attention and activity on the part of the teacher, but avoids stacks of exercise books eating into free time.

As none of the above systems is perfect, a judicious admixture of the three ways of measurement is recommended. In lower classes, when the child is more practical and objective and less literary, only 30% of essay type of work with 35% each of objective tests and practical work may be used. The proportion of essay type work may increase gradually to 50% keeping 25% each for the other two types of work. It is difficult to recommend any proportion for classes IX & X for there will be a preponderance of essay-type work in those classes as long as the old type School Final Examination continues.

Q. We are anxious to give sufficient practical training to every home science student, but this is impossible on account of the small numbers of equipment we have. Groups have to be small in order to let each girl take turns in handling things, but then we have too many groups and it is not possible to provide for all of them within the limits of the time table. Can you suggest any way out?

A. This is how one home science teacher has solved the problem :—She has only four dekchies for cooking. First of all, she co-operates with the needle-work teacher to share her class with her. She takes half of her classes in home science period and half in the needle work period. In each case the needle-work teacher takes the other half for her subject. Then there is division of labour in each section (half) i.e., one girl does the actual cooking (with the dekchi) while each of the others does some subsidiary work. Each type of work is done by turns and each girl takes charge of the dekchi once in five weeks. Sharing of classes with the needlework teacher requires some time-table adjustments which the head-mistress arranges gladly.

Q. How to introduce the Direct Method amongst children who have no proper home environment for learning English?

A. This must be accepted as the situation in the majority of Indian homes, and as far as possible, the English periods in school must provide the necessary linguistic environment if children are to enjoy acquiring the language and learn to speak it idiomatically. There must be much oral work, specially at the beginning and correct speech habits must be inculcated by teaching the new sounds the child will encounter, seeing that he learns to distinguish between similar sounds, and that he reproduces them properly. The teachers' spoken English must be good. The use of records will help to establish good speaking habits. Liberal use of charts, posters, pictures, flash cards, written notices, films will help to create the necessary medium if properly worked in with the lesson. The general atmosphere must be cheerful and bright, the child must enjoy the adventure of journeying into another land, and not find it a laborious and unrewarding task. Many interesting and attractive lessons can be thought out.

Q. We are not able to apply any modern methods due to various reasons. Only the old essay type of examination is continuing. Hence we want your suggestions regarding the assignment system.

A. Some subjects are more suitable than others for treatment according to the Dalton Plan or according to similar individual methods of work. Science, History and Geography can very satisfactorily be treated in this way. The assignment system applied to teaching a foreign language is not so easy, as certain parts of English teaching will require classroom methods. Grammar and composition are more readily dealt with through assignments but a modified system can also deal with texts, so that the advantages of an individual system of work may be utilised for English teaching.

Assignments are prepared and given to the pupils. They must be carefully framed, so that the pupils' intelligence is called into full play and he uses his dictionary and notebook adequately. They must be guides to enable the pupil to study his books for himself. Pupils work on the assignment in the regular class period or at home, they may work in pairs or in groups of the same level if they help each other and do not merely copy one from another, the teacher helping where necessary. The teacher can deal with individual difficulties and common difficulties can be cleared with the whole class, or with those doing that particular assignment. When a pupil has finished the assignment, the teacher gives a short test and if he gives satisfaction, and errors have been explained and corrected, he is given the next assignment.

In a modified assignment, a certain portion of the text is set for the following day and pupils are given assignments to help them prepare the portion at home. Next day, the portion is dealt with in the class, the teacher testing the pupils' preparation of the assignment, clearing difficulties, checking and supplementing information obtained by the pupils own efforts. Although not as good as the typical Dalton plan, the assignment system used in this way can also be very helpful.

Q. How far should grammar be taught in schools? Should we lay more stress on grammar or on text books? If more stress is laid on grammar (even in text books) will not lessons lose much of their appreciative value?

A. English can be taught more successfully without the aid of any formal grammar. What is necessary may be taught incidentally. Too much attention to grammatical correctness is responsible for that bookish English, both written and spoken, typical of the average Indian student. Formal grammar fails to take into account changing usages in a living and growing language. The present detailed course of grammar should be replaced by a simplified syllabus in which special emphasis is laid on points at which the structure of English differs from that of Indian languages, such as the Sentence and the order in which words occur, Parts of Speech, the Article, Prepositions, Analysis of simple sentences into subject and predicate, of complex and compound sentences into clauses, Direct and Indirect speech, Usages and so on.

Grammar should not be taught as such until the student has acquired a working knowledge of the language at a comparatively later stage in school life, with a little guidance, the pupil will be able to educe definitions and rules for himself. Neither should grammar form the sole subject of a full period : points of grammar should arise naturally out of the text or composition lesson. Appreciation of the language and literature is the highest and ultimate aim of language teaching. Grammar taught in such a manner as to obscure rather than enhance the appreciation of a passage is the misuse of a teaching technique. The teacher must prepare the lesson carefully so that grammar is brought in effectively without spoiling the appreciative value of the lesson.

Have You Completed our QUESTIONNAIRES ?

If not, please fill up and post them to us.

They will give us valuable Data.

ditorial

REVIEW OF WORK.

P. E. Gatenby was arranged which was open to the teachers of all schools. This work was, however, necessarily restricted, the staff being preoccupied with the heavy routine work of the College.

Mrs. Das was unable to attend the 'Srinagar Conference' in the summer of 1955 on account of heavy pressure of work here. However, her plan had been accepted and the Co-ordinator and the Assistant Co-ordinator were appointed in due time.

We joined on the 15th October, 1956, on the eve of the Pujah Holidays in Bengal. Schools being closed at the time we did not have much to do except planning. The Srinagar Conference had provided some guiding principles and the broad outlines of a plan. We utilised the holidays in filling up the gaps.

We had now a blue print, but no trodden path. We expected to have to grope along and drafted two questionnaires for using them as feelers.

School visits began towards the end of November with the end of the holidays. We started our visits with fear and doubt. Our message was so very new that we had expected to be met with suspicion and antagonism. The welcome we received soon allayed our fears. It is true that we had to do some explaining but our explanations were generally rewarded with understanding. The idea of 'extension service' has already found its corner in our national development schemes, but, the name 'Co-ordinator' was slightly more difficult to place. However we did get ourselves accepted by the good people of the schools.

Our Advisory Committee was formed in the early days of December. Initially it consisted of the principals of the two government training colleges of Calcutta and some officials of the Education Department of West Bengal. It was imposing enough to start with, since then, with co-options, it has attained quite a grand stature.

Our first education conference was organised as the immediate result of our school visiting. The subjects for discussion were chosen in consultation with the schools whose views were obtained through discussions and by means of another questionnaire issued for that purpose.

It was a three day conference with an open session on the fourth day. Six discussion groups sat simultaneously on each of the first three days and the open session was a general one. The average daily attendance was of 250 people.

The idea of extending the services of the Institute of Education for Women was first taken by the Principal, Mrs. N. Das, on her return from the 'Hyderabad Conference' in 1954. She had talks with the staff of the College and the heads of some high schools in South Calcutta. A demonstration lesson by the late

The conference was like a seminar in as much as thorough discussions took place of the day to day problems in connection with the subjects taken up. It had the nature of workshop sittings also, for teachers and experts sat together to thrash out solutions of these problems. Every one concerned felt the unique nature of this conference and it was the considered opinion of all that such conferences should be held as often as possible.

A peculiar character of the success of the conference was that it was not so much of our doing as of the general body of educationists who converged to make the point event conspicuous. This was mentioned in the Co-ordinator's statement at the open session of the conference and deserved to be repeated and infinitum had space permitted. We hope that this will become a recurring experience in the coming years.

A detailed account of the discussions at the conference has been given the place of honour in this journal in the expectation that the ideas will be useful for all engaged in the field of education.

There are many who are with us in spirit, but whom distance had kept away from the conference as also from the series of evening classes and workshops now being conducted by the Department. A correspondence service is being conducted for their benefit. At present it is no more than a few letters received and replies given, but is expected to grow like a green bay tree and also enrich the pages of this journal with new material.

Three associations of Headmistresses, English and Home Science Teachers have developed after the conference. At present they are at a formative stage without constitution or committee, the only decision they have taken is to fix the admission fee at Re. 1/- and monthly subscription at as /4/- per head. These associations will be devoted mainly to professional improvement but at the same time will serve as pleasant grounds of social intercourse.

We have started a rudimentary employment exchange. Some applications from well qualified persons have been received and we shall be glad to entertain enquiries from heads of institutions.

It has been already mentioned that the Department is now conducting several evening courses and workshops for teachers. The courses are on spoken English and Methods of Teaching English. The workshops are on Correlation of Subjects and Projects, Objective Tests and Apparatus making. Admission to all of them has been satisfactory, by very far the largest number having enrolled for spoken English. Does this indicate a growing demand for English in free India? Or, does it show our awareness of its falling standard?

Two excursions have been planned to two "basic" institutions and, given satisfactory conveyance arrangement, a few more may be taken up.

These courses and workshops will continue upto the second or third week of May.

In the absence of the 'core' library which we expect to receive from the T. C. M. we are not yet able to offer a full fledged library service. However the U.S.I.S. in Calcutta has been kind enough to make a present of some educational literature to us and we have also received various publications from Departments of Extension Services of different training colleges in India.

We have the same difficulty about offering audio visual aids to schools, i. e. the T.C.M. equipment has not yet arrived. Meanwhile, the apparatus made by teachers in the workshop for apparatus making will be taken to their schools by them.

The publication, the last but not the least on our list, is the 'Teachers' Quarterly' which you are now reading. We hope you will like it and make it your own as suggested by the Director in the Foreword. Please let us know if you like it. If you do not, then also please write to tell us why. It is thin now like a river at its spring, but it is upto you to make it broad and rich with contributions from your vast store of experience and knowledge.

It may be possible for us to hold a training course for teachers in the Summer or the Pujah holidays.

If it is held in Summer, it will be in June & if it is held in the Pujah Holidays, it will be between the Durga and the Kali Pujahs.

Please let us know which of these you would prefer and what subjects you would like to take.

Questionnaire

1. What modern methods of teaching are being applied in your school? Activity programmes, projects, assignments, creative or productive work, heuristic method, triple-stream instruction and examination,
 2. What do you consider to be the problems of general class teaching? Rote learning, covering the syllabus, conforming to examination requirements, conflicting methods of teaching,
 3. What new methods of examination can you utilise? Objective tests, cumulative records,
 4. What can be done to increase the efficiency of teachers by decreasing the work load? Objective tests, activities, oral and manual work, individual work,
 5. What methods would you suggest for dealing with problems of discipline? Self-Government, devolution of responsibility, creative activity, games and sports,
 6. What means would you use for character development? Religious or ethical instruction, co-operative activities charitable and social welfare work,
 7. What types of audio-visual aids are being used? Charts, maps, films, slides, gramophone records, (what difficulties are being encountered in the procurement and making of these aides?
 8. What are the problems of parent-teacher co-operation? apathy, interference,
 9. What are the main problems of organisation? Departmental co-operation, co-operation within the staff,
 10. Have you any special difficulties not enumerated above?
-

IMPROVEMENT OF SECONDARY EDUCATION QUESTIONNAIRE ON THE TEACHING OF ENGLISH

1. What are the qualifications of the teachers who teach English in your School, with special regard to English?
2. How do you find their command of oral English and fluency of speech?
3. To what extent are the following used in teaching English by your teachers?
 - (a) Basic English and controlled vocabulary.
 - (b) Direct Method.
 - (c) Translation Method.
 - (d) Formal grammar—is this independently taught in relation to the text book and other materials supplied by the teacher, or is a grammar-book followed?
 - (e) Out of syllabus reading—If so, what part does the teacher play in the students' work? How many students in the class do this type of reading and what types of books are in demand?
4. What methods in teaching English, if any, have been found specially successful by your teachers?
5. Have any of the English teachers tackled the question of backward girls in the class? If so, how?
6. Are there any special methods in teaching English which your teachers have found specially successful?
7. Do your English teacher find the present text-books suitable from the point of (a) Language teaching, (b) Vocabulary, (c) Interest to the pupils, (d) Standard of easy comprehension?
8. If not, what changes would they suggest?
9. Do your English teachers think that one text book to be used as reader as well as for teaching grammar and composition as has been prescribed by the Board, is suitable?
10. Do your English teachers think that less dependence on text-books and dependence on teachers handbooks, and guides to teaching English from different aspects organised as lessons, would be more helpful?
11. Are the supplementary readers suitable from the point of easy comprehension? If not, what are the main defects in these readers as supplementary readers? Can they suggest the lines on which supplementary readers can be improved to be really useful and interesting to the student?

12. Have you sufficient library facilities in your school in the shape of English books which are easily comprehended and liked by the students? Have you the system of classroom libraries in the different subject, the use of which is guided and supervised by the teachers?

13. Do you find your students interested in or averse to doing reading outside their texts and classwork? If the latter, what measures would your teachers suggest to interest them in reading English books?

14. Are suitable charts and other equipment, which can help in English teaching, available in your school or in the market? How far are they used in your school by English teachers?

15. Would charts and other equipment if available at a reasonable cost be bought by your school if specially devised for teaching English in Indian schools according to modern methods?

16. Have you any system by which you record the progress of the pupils in your class in the various aspects of learning English e. g. reading, spelling, grammar etc. to see how far the girls have benefitted from what has been taught, apart from marking written work done in class or at home and scoring examination papers?

17. Do you think such records could be practically kept by the teacher without putting too much strain and prove beneficial?

18. Have you experimented with methods of dealing with backwardness in reading, spelling and common errors in grammar and pronunciation? If so, what method have you found successful?

19. Give your suggestions on any other aspect of English teaching not covered by this questionnaire.

20. Mention any problems in teaching English which may fruitfully be discussed in study circles or dealt with in refresher courses.

21. Would a course of phonetic training for English teachers be useful in your opinion?

22. Would a course in spoken English and education to facilitate fluency in speech be useful to English teachers?

SCHOOLS VISITED

Gokhale Memorial Girls' School
Bethune Collegiate Girls' School
Sakhatwat Memorial Girls' School
Lake School for Girls'
Modern High School
St. Johns' Diocesan Girls' H. School
Brahmo Balika Vidyalaya
Victoria Institution
Sri Sikshayatan
,, Romesh Mitter Girls' School
Chetla Girls' School
Sisu Vidyapith
Beltala Girls' School
~~Kamala Girls' School~~
Park Circus Girl's School
Presidency School for Girls'
Lee Memorial Girls' School
St. Margaret's Girls' School
S. S. Jalan Girls' School
Rajkumari Memorial Girls' School
Kalighat Mahakali Pathsala
Peary Charan Girls' School
Saraswati Balika Vidyalaya
Ballygunge Vidyalaya & Shilpa Shikshayatan
Balika Sikaha Sadan

SCHOOLS THAT ATTENDED THE CONFERENCE

with numbers of teachers

| | | | |
|-----|--|-----|----|
| 1. | Sakhawat Memo. Girls High School | ... | 26 |
| 2. | Bethune Collegiate School | ... | 14 |
| 3. | Lake School for Girls | ... | 12 |
| 4. | St. Margaret's School | ... | 11 |
| 5. | Gokhale Memorial Girls School | ... | 10 |
| 6. | Modern High School | ... | 8 |
| 7. | Kumudini Kanya Vidya Mandir | ... | 7 |
| 8. | Dum Dum Girls High School | ... | 7 |
| 9. | Calcutta Girls Academy | ... | 6 |
| 10. | Kalidhan Institution for Girls | ... | 6 |
| 11. | Sibpur Bhavani Balika Vidyalaya | ... | 5 |
| 12. | Ballygunge Siksa Sadan | ... | 4 |
| 13. | Holy Child Institute | ... | 4 |
| 14. | Seth Soorajmull Jalan Balika Vidyalaya | ... | 3 |
| 15. | Sir Romesh Mitter Girls' High School | ... | 3 |
| 16. | B. G. M. Girls' High School | ... | 3 |
| 17. | Baranagore Victoria High School | ... | 3 |
| 18. | Binodini Girls High School | ... | 3 |
| 19. | Deshbandu Balika Vidyalaya | ... | 2 |
| 20. | Chetla Girls' School | ... | 2 |
| 21. | Sunity Sikshalaya | ... | 2 |
| 22. | Garifa Girls' High School | ... | 2 |
| 23. | Kanchrapara Girls' High School | ... | 2 |
| 24. | Konnagar Girls' High School | ... | 2 |
| 25. | St. John's Diocesan Girls' School | ... | 1 |
| 26. | South Point School | ... | 1 |
| 27. | Muralidhar Girls High School | ... | 1 |
| 28. | Kamala Chatterjee School for Girls | ... | 1 |
| 29. | Mitra Balika Vidyalaya | ... | 1 |
| 30. | Ari Mahakali Pathshala | ... | 1 |
| 31. | Mathuranath Girls High School | ... | 1 |
| 32. | K. G. Girls High School | ... | 1 |
| 33. | S. U. Balika Vidyalaya, Jadavpur | ... | 1 |
| 34. | Rajkumari Memorial Girls School, Barranagore | ... | 1 |
| 35. | Bally Banga Sisu Balika Vidyalaya | ... | 1 |
| 36. | Baniban Girls High School | ... | 1 |
| 37. | Batanagar Girls High School | ... | 1 |
| 38. | Aligunge Girls School | ... | 1 |
| 39. | R. S. Girls High School, Tamluk | ... | 1 |
| 40. | Dhanbad High School | ... | 1 |
| 41. | Jharia Girls High School | ... | 1 |

SCHOOL IN CORRESPONDENCE WITH US.

Adarsa Balika Shikshayatan.
Balika Siksha Mandir.
Ballygunge Vidyalaya & Silpa Sikshayatan.
Baniban Girls High School, Howrah.
Bankim Ghose Memorial Girls' High School,
Kidderpore.

Bethune Collegiate School.
Binodini Girls High School, Dhakuria.
Binodini Girls High School, Chinsurah.
Calcutta Girls Academy.
Chetla Girls High School.
C. C. Girls High School, Malda.
Dum Dum Girls School.
Entally Hindu Balika Vidyamandir.
Garifa Girls High School, Garifa.
Girls' High School, Jalpaiguri.
Hindu Girls' School, Kannagar.
Kalidhan Institution for Girls.
Kalighat Oriental Academy.
Kali Krishna Girls High School.
Kamala Nari Siksha Sadan.
Kanchrapara Girls High School.
Kiron Chandra Girls High School.
K. K. Hindu Academy, Dum Dum.
Kumudini Kanya Vidyamandir, Belgachia.
Marwari Balika Vidyalaya.
Modern High School for Girls.
Muralidhar Girls' High School.
Park Circus Girls' School.
Romes Mitter Girls' High School.
Rukhmini Vidyamandir, Behala.
St. Mary's High School.
Sunity Sikshalaya.

SCHOOLS THAT ANSWERED OUR QUESTIONNAIRS :

Lake School for Girls.
Baranagore Victoria High School.
St. Mary's Girls' High School.
South Point School (Girls' Dept).
Modern High School.
Sakhawat Memorial Girls' School.
Shri Shikshayatan.
Sir Romesh Mitter Girls' School.
Sunity Sikshalaya.
Kalighat Oriental Academy.
Bankim Ghose Memorial Girls' High
School.

S. S. Jalan Girls' High School.
Baniban Girls' High School, Howrah.
Dum Dum Girls' High School.
K. K. Hindu Academy, Dum Dum
T.B. Girls' School, Bhadreswar, Hooghly.
Kanchrapara Girls' High School.
Balika Siksha Mandir, Chinsurah.
C. C. Girls' High School, Malda.
Charubala Balika Bidyalaya, Manikpara,
Midnapore.
Garifa Girls' High School, Garifa.
Girls' High School, Jalpaiguri.

List Of Publications :

[Received from Departments of Extension
Services of other Training Colleges].

Central Institute of Education :

University of Delhi

1. Extension Services at the C.I.E.
2. Newsletter, Nos. 1-5.
3. Educational Forum, Vol 1. No 1.

Govt. Basic-Cum-Constructive Training College, Lucknow.

1. Department of Extension Services.
2. Krishi Nirdeshika—Vol. 1-3.

College of Education.

Osmania University.

1. Publication Series No. 3.

Govt. Central Pedagogical Institute.

Allahabad.

1. Publication No 1.

A. G. Teachers' College.

Ahmedabad.

1. Vanspati Shastra - Pustika No 2.

Secondary Training College.

Bombay

1. Newsletter No 3.

Faculty of Education and Psychology

Maharaj Sayajirao University of

Baroda.

1. Publication No II.

List of Books

Presented by the U. S. I. S.

- | | |
|---|-------------------------|
| 1. Human Nature & Conduct | John Davey |
| 2. Experience & Education | " " |
| 3. Schools in Transition | Williams and Ryan |
| 4. Schools and the Good Citizens | Stanley. E. Dimon |
| 5. Democracy | Dorothy Gordon |
| 6. Put Democracy to Work | Wagner & Green |
| 7. Recreation Activities for Adults | National Research. Assn |
| 8. Science Experiments | Joseph Leeming |
| 9. Audio Visual Methods in Teaching | Edgar Dab |
| 10. Pictorial Geography of the U. S. A. | |

On Long Loan From the U. S. I. S.

- | | |
|--|---|
| 1. Beginning Lessons in English for the Foreign Born | Fisher & Dixon |
| 2. Elementary Reader in English for the Foreign Born | Robert J. Dixon |
| 3. Second Book in English for the Foreign Born | Robert Dixon |
| 4. Easy Reading Selections in English for the Foreign Born | Robert Dixon |
| 5. Exercises in English Conversation for the Foreign Born | Robert Dixon |
| 6. Pronunciation Exercises in English Foreign | Clarey and Dixon |
| 7. Essential Idioms in English for the Foreign Born | Robert J. Dixon |
| 8. Tests and Drills in English Grammar for Foreign Students | Robert J. Dixon |
| 9. English is a foreign Language-A Manual for Teachers | Educational. Services Series |
| 10. Teaching English as a Foreign Language for Teachers | Robert. J. Dixon |
| 11. The Teaching of English as a Foreign Language for Teachers | Faye L. Bumpass |
| 12. A Day With the Brown Family (Reader 1) | Home and Family Life Series |
| 13. Making a Good Living (" 2) | " " |
| 14. The Browns at School (" 3) | " " |
| 15. The Browns and Their Neighbours (Reader 4) | " " |
| 16. Reading Placement | " " |
| 17. Workbook to accompany Reader 1 | " " |
| 18. Language work book accompany, Reader I, 2, 3, 4, | " " |
| 19. Instructional Tools for Teachers a guide for using Reading Placement | Family Life Series |
| 20. Work book guide-to accompany Work book for Reader 1 | " " |
| 21. Lesson Places for Readers 1, 2, 3 | " " |
| 22. Workbook in Arithmetic | Home & Family Life Series |
| 23. Manual of Instructions for Arithmetic workbook. | Home & Family Life Series |
| 24. Let's Help the 10 Million (Teachers manual) | Home & Family Life Series |
| 25. Let's Learn English—part I | Wright Mc Gillivray |
| 26. Beginners' Book for English as a Second Language, | Publication No 1 Educational Services Series. |

27. Peoples in Livingston (A reader for adults learning Eng) Virginia French Allen.
28. English Through Picture Richard and Gibson.
29. Practice your English Audrey L. Wright.
30. A seminar on the Teaching of English Brief Report, Mysore.
31. Pronunciation Drills in English Ella F. Harllee.
32. Audio Visual Materials and Techniques James Kinder.
33. Preparation and Use of Audio Visual Aids Prentice Hall Publication.
34. Measurement William, A. Mc. Call. Ph. D.
35. Measuring Educational Achievement McGraw-Hill.

In addition to the above books there is a packet of pictorial magazines which may be of interest to teachers.

be, and I am sure, will be given to these hardworking teachers who are trying to reform the whole shape of things in the schools with a quiet ardour and a selfless missionary spirit. We intend to publish the results of some of the successful experiments in the pages of this journal.

We have received valuable guidance from our advisory council and technical subcommittees of the different subjects in planning and running the courses. Our thanks are also due to the members of the Directorate and Inspectorate who have given us unstinted co-operation, specially Mrs. Mira Halder, District Inspector, Calcutta District. Last, but by no means the least in importance is the whole hearted sympathy and support we received from many of the heads of educational institutions who helped us by urging their teachers to join our courses, by giving them opportunity to try out in the classrooms what they learnt here, even by sparing them from duty one day for an important educational excursion organised by the department, and finally by actively helping to make the closing function and exhibition on the 19th May a success.

The Pradhana Siksika Samiti is, very deservedly, considered by us to be the most important body associated with the Extension Service Department. We appeal to the heads of all girls schools, in Calcutta or outside Calcutta, to come forward and join the Pradhana Siksika Samiti in larger numbers and work for the betterment of school education through the Extension Service Department. It is the headmistresses, more than anybody else, who knows the causes for the deterioration of education in our schools by personal experience—the ill paid and over worked teacher, the over crowded class, the lack of space, books and equipment, the heavy syllabus and the bogey of the final examination which has degraded our educational institutions into mere coaching classes for the examination. All these difficulties are real—very real indeed, and our country must work towards the gradual removal of these difficulties if we are to develop educational institutions worthy of a great Democratic Republic that is our India. And it is the heads of institutions, more than anybody else who can bring in a silent educational revolution in the schools by allowing, encouraging, guiding and actively helping the teachers to introduce improved technique in dealing with the curriculum and conducting extracurricular activities.

It is most inspiring to see heads of institutions improving teaching in their own schools introducing extracurricular activities for the sake or the all round development of pupils and making the school a more cheerful place for them, by experimenting with new methods of teaching and examination—although it all means extra work for themselves. And we have noticed with admiration how the tone of the schools which may be no better situated than other schools, have actually improved in this direction or that. We invite all these headmistresses to use our platform to exchange and improve their ideal by discussion and experimentation and help each other to improve all schools in all directions.

N. Das, M.A.
Director.

Principles of Correlation and How to Correlate Different School Subjects.

By

J. P. LAHIRI, M. A. B. T., Dip. Ed. (Lond), Teachers' Cert,
(Cantab. & Lond) W.B.S.E.S. (Retired).

Education is Adjustment to Life.

Education is basically the adjustment of the child to the three worlds viz, the world of Nature, that is the physical world, the arena of our activities on earth, shaped and controlled by physical forces, the world of Man, that is the social order, the entire fabric of civilisation which is wholly man's creation, and the world of morality, that is the moral order, which is of course contained within the social order. Every individual is what he is through his interaction with these three worlds. As a social being he enters into all sorts of relations with other human beings, and his actions in conscious life are also pregnant with moral consequences. He is also shaped, controlled and conditioned by physical forces.

The task of education is basically to develop in the individual child the power and impulse to weave as much of his life as possible into the moral fabric, and to lead the child into the fullest, truest, most natural and the most fruitful relations of which he is capable with the three worlds, for life itself is a system of relations and each such relation has a physical, a social and a moral aspect. Such relations may be broadly classified as theoretical and practical that is, the relations of knowledge and those of action.

The So-called Antithesis between Knowledge and Action.

As a direct result of the predominantly intellectual cast of philosophical thought during the last two centuries, knowledge and action unfortunately came to be regarded as antithetical, their mutual dependence being overlooked. The consequences of this antithesis for education were serious—knowledge was confounded with erudition (so-called liberal education) and practice with rule of thumb aptitude (so-called technical education). There is no such thing as genuine knowledge except as the result of action. Then the most direct blow to this traditional opposition between knowledge and action, between liberal and technical education, to the traditional prestige of purely 'intellectual' subjects—came from the progress of experimental science and technology in the present atomic age. If the progress of experimental science and of modern technology has proved anything it is that there is no such thing as genuine knowledge and fruitful understanding except as the result of doing. This great change brought about by experimental science and of modern technology has resulted in an almost revolutionary concept of truly liberal education. It is now recognised that mere intellectual training, encouraged and fostered by our predominantly bookish type of education of the older generation, does not cultivate the total personality of

Panel of Experts

who helped to conduct our group discussions :

Sri J. P. Lahiri, Rtd. Chief Inspector of Primary Education.

„ H. B. Majumdar, Principal, Basic Training College, Banipur.

„ J. C. Dasgupta, Asst, Director of Public Instruction.

„ J. N. Dasgupta, Deputy Chief Inspector, Basic Education.

„ S. K. Bose, Dept. of Psychology, University Science College.

Mr. J. A. O., Brien, Regional Representative. British Council.

Mrs. Taylor, Scottish Church College, B. T. Department.

Sri K. K. Mukherjee, Head of the Dept. of Education, calcutta University.

„ J. Ganguly, Lecturer, „ „ „ „ „ „ „

„ K. S. Gupta „ „ „ „ „ „ „

„ K. P. Chowdhury, Director, Bureau of Psychological Research.

„ D. Mahanta, „ „ „ „ „ „ „

Mrs. Nilima Das, Research Scholar. „ „

Miss. P. E. Graves, Regional Home Science Advisor, Development Dept.,
Govt. of West Bengal.

Miss Shanti Chakravarty, Chief Instructor, Home Science Wing,
Extension Training Centre, Fulia.

Mrs S. John, Gokhale Memorial Girls' School.

Teachers'

Quarterly

Vol. I No. 2 June 30, 1956

Foreward

It is just over six months since we started work on our Extension Service Programme. Reports of our formal opening ceremony and first general conference were published in the first issue of the Teachers' Quarterly and news of our first series of refresher courses and workshops held from March to May in the evenings, as well as the intensive 'Summer Camp' for the benefit of Muffasil teachers will be found in the pages of this issue. News of the different associations—The Pradhana Siksika Samiti, the English Teachers' Association and Domestic Science Teachers' Association will also be found in their own corners in the Quarterly.

The number of teachers attending and schools represented in the first two series of refresher courses and workshops is quite decent indeed considering that these are our first ventures and could not be properly publicized, even as such, due to lack of time. But, what was most impressive as well as heartening was not the mere force of numbers but the spirit in which most of these teachers joined these evening corners after their day's hard work and went on with the same day after day, week after week.

The courses were not mere series of theoretical lectures, but, included discussions on practical problems and concrete situations, in which the teachers took active part, and the theory itself was dealt with a practical bias. It was really inspiring to see the teachers participating in the courses, not nearly as passive listeners, but making positive contribution to the subjects many of them actually trying to work out in their school class rooms the methods of teaching, English, or the new type of objective tests or projects correlating several subjects in the curriculum and bringing back their successes as well as their practical problems and failures for critical discussion in the next workshop period. In this way some of the teachers made valuable contributions to the new methods of teaching and examination to be introduced in different schools. At this rate concrete improvement is bound to be noticeable in the schools. And, when the history of this period of secondary education comes to be written, due credit must

the child—the unfolding and development of the balanced personality of the 'whole man' in his physical, social, moral, aesthetic and intellectual aspects. It is now difficult to see why a man should be said to have enjoyed a 'liberal education' if he knows something about the classics and humanities and very little about sciences. Technical education, which was so long regarded as a rather inferior limb of the body educational—as the sort of place to which one sent a boy only when it had become evident that he was incapable of assimilating any of the more fashionable and traditional forms of liberal education—has now come into its own, for it has as much cultural values as any of the liberal studies.

Knowledge began from the practical needs of life :

It should not be forgotten that man's knowledge really began in his practical needs of everyday life and every advance in knowledge has a practical bearing on life. The educational bearing of this concept is pretty obvious. To enter into any piece of knowledge is to apprehend this bearing of knowledge on the solution of daily problems of life and such apprehension can only result from actually working it out in practice. Knowledge is thus not merely something existing in the mind but alike actual dealing with the more important things of life in a masterly way, for education is basically the attainment of the power of dealing with life and its problems.

Practical application of the theses to education by Montessori, Ferriere and Gandhiji.

The French psychologist, Seguin, was the first to propound the inseparableness of knowledge and action. He noticed that week-minded children were incapable of delicate co-ordinations, so he sought to ameliorate the former by curing the latter. His method was adopted by Dr. Montessori as the cardinal feature of the system of training little children through the handling of didactic apparatus. She held that the organisation of sensori-motor reactions of the child lies at the root of his intellectual development. Thus the first effort at mental development by the child is essentially physiological. By first gripping at things with his little fingers the child explores the world around him. This early exploration of the world is an active thing stimulated by the operation of the senses. Knowledge cannot be worked up in the mind of the child without these active principles which form the basis of the new education movement in the activity schools of Europe. Professor Ferriere was the first to lead the activity movement in education. Gandhiji's Basic education is also fundamentally an education based on such activities as have asocial and economic value.

The method of correlation and the bi-polar theory of education

Any good theory of education must bring into effective union the two poles—the child pole and the subject matter pole through their intermediary—the teacher and his method. It is the business of the teacher to set forth the material of knowledge in such a form that its true relations may be grasped by the child and the dependence of part upon part, of fact with fact, of idea with idea, of subject with subject may be made explicit, for it must be remembered that the traditional division of knowledge into 'subjects' is merely an artificial device enabling adults to specialise their efforts in particular fields of study. If then, school work

is to correspond with real life it must not set up rigid walls of separation and demarcation between various lines of mental and physical activity, but must encourage the learning process to draw together pertinent material and to find scope in as many ways as possible. Thus History and Geography should be studied hand in hand, composition will find its materials in the contents of other studies and in the out-of school life, drawing and modelling will be called in to help Nature Study by that more definite apprehension of form which an attempt to reproduce it ensures. This is what is known as the method of correlation.)

The child is a pragmatist by nature, knowledge is an indivisible whole

(The child is by nature a pragmatist and loves activity.) Long before he has attained sufficient intellectual maturity to understand the meaning and purpose of the various school subjects, the child can and does take interest in various kinds of practical work. His mind is not confused with a number of readymade logically arranged subjects whose *raison d'être* is incomprehensible to him. (The child is rather led along the direction of his own curiosity and intellectual interests till as he grows up he is able to distinguish the significance of the various subjects. This is a psychological principle of great importance to the teacher for it is based on the fact that the child's mind is an integral whole, which interprets experience as a unity, not as a collection of separate unconnected fragments. To the child the traditional division of the curricula into 'subjects' which are not only unrelated to one another but are also out of touch with the pulsating realities of life, is often unintelligible. Knowledge is an indivisible whole. So its division into subjects is artificial, unnatural and burdensome. Correlation is then like a powerful magnetic wheel which, while whirling round itself, attracts to itself scattered iron filings from different bodies and introduces order and system into them. Correlation imparts to knowledge great concreteness and reality and saves it from formal compartmentalization which makes it dull and meaningless. In the first two years of the primary stage and throughout the nursery stage the curriculum should therefore be one of self-directed activity and interest and not mere instruction or passive reception. There should be an undifferentiated approach to various subjects which should be interlinked and correlated as far as practicable. In child education, therefore, we must discard some of our old and cherished postulates about compartmentalised methods of teaching, our subject wise attitude to knowledge and our fondness for logical sequence and methodical treatment according to the traditional method, in favour of the method of correlated teaching.

Wanted a philosophy of curriculum reform, lines of approach.

The real reason why there is so much wastage of our effort in education is that we often lack a philosophy. In the reconstruction of the curriculum we need some philosophy or determining principle to rearrange the materials of knowledge in the order of their importance in the experience of the human race so as to be able to present them before the child in all their natural setting. Research is therefore called for in this central problem of the curriculum in the interest of a better system of education and method of teaching. How is this integration of the curriculum to be effected? What contribution should teachers make towards the solution of the problem of integration of the curriculum?

In approaching the problems of curriculum reform, it might be an illuminating and chastening experience to look at a week's schooling through the eyes of an average boy reading

say in Class IX of a secondary School. To his immature mind the array of tasks facing him must often be a bewilderment. A bare statement of his 'subjects' will be impressive.

An average secondary school boy of Class IX is grappling with no fewer than three languages, besides Bengali, History, Geography, Mathematics, Elementary Scientific knowledge Art and P.T. For many hours each day the printed page claims his youthful eyes with his 'exam' his only discernible goal. The examinations (half-yearly and annual), the rigid timetable, and above all the over-large classes have made it very difficult to suit the curriculum to his individual capacities and interests, because of the rigidity of the curriculum, the timetable and the fact that his teachers tend to concentrate on things that will ultimately matter in the final examination rather than on the needs of the child. The danger of this method is that it disintegrates knowledge into a set of compartments, a wasteful and often harmful process for the child of average ability whose efforts at learning are laborious and slow and who lacks the power to relate the separate parts to one another and least of all to himself. Milton's image of the lovely body of Truth, hewn into fragments and scattered broadcast, might be taken as a symbol of the chaos in a child's mind, unless he can be given some clue to help him to join the parts into a whole which has meaning, life and beauty in his own eyes. What then is the integrating principle which shall give pattern and meaning to the child's school work?

Principles of curriculum Reform.

The first principle is simplification. There must be regrouping of subjects and a lusty casting-aside of others. Doubtless every subject in the above list has value but it has been well said that the good school master is known by the number of valuable subjects that he declines to teach. Such considerations as the number of hours in a day, the limitations of a young mind and the total well-being of a youthful personality are inexorable and paramount considerations.

With simplification would come a measure of integration and co-ordination of studies. The pupil should feel that his activities, at certain points, fuse. Too often he gains the impression that education really means 'subjects' and the people taking them. He has certain 'subject-boxes' in his mind, and each, at stated times is jogged into the forefront for its own isolated activity. As a great educationist has put it—Education seems to be a Many in which no One can be discerned! No 'box' really communicates even in a friendly fashion with any other 'box' in his mind!

There must be cohesion, another integrating principle. There should be in addition a feeling that the work having gathered itself together, is moving, powerfully and with certainty, towards a worthy and discernible end,—an end other than 'exam'. Another consideration needs to be thought of, as ultimately connected with simplification, integration co-ordination and cohesion. This is significance with the help of which boys can see sense and purpose in his work which will lead to his real growth, for only when the mind is zestfully engaged on a task felt to be worth-while is there real educational growth. Only significance can create that appetite for culture of the mind and spirit which is the true end of education.

The curriculum should therefore be recast bearing the above principles in mind. It must be made flexible enough to enable children to focus their energies upon success, not neglecting less congenial subjects but bringing them into relationship as cognate or supporting

subjects so that a child sees how they may serve his own purpose. The problem of integration of the curriculum should therefore be taken up by a joint Board consisting of Heads of Training Colleges, the Board of Secondary Education and the Education Department at the earliest possible moment. Curriculum research should be taken up in the training colleges without further delay.

The Message of basic Education.

Till the grouping of subjects is effected by the application of the principles explained above, we should apply the method of correlation in teaching subjects and undertake projects, big and small, which are but a practical application of the principle of correlation, for the lower school, including the primary stage. Before we indicate how this is to be done, let us see how the method of correlated teaching is employed with great advantage in Basic schools.

Integration of curriculum in basic education.

In Basic education the syllabus is built round three integrally related centres viz the child's physical environment, his social environment and the selected basic craft which should not only be rich in educational possibilities but should at the same time be productive. Craft becomes the centre from which emanate many rich and progressive human interests, some historical, some geographical, some scientific, all finding their satisfaction in due course in the specialised study of different branches of knowledge. Let us take an example to illustrate how the principle of correlation is used by teachers of Basic schools in say a cotton project involving the cultivation of cotton, observation of its growth, its spinning, weaving, the study of the various processes employed in manufacturing cloth and other articles. There is an infinitely rich field for teachers of History, Geography, Science and even Mathematics, and languages. The Geography teacher can study the distribution of cotton over the globe, the climatic factors which favour its growth, its import and export, the processes of manufacturing cloth and their development which will incidentally bring in the Industrial Revolution. The History teacher will likewise interest the children in the different ways which man has adopted to protect himself from the rigours of climate, of the part played by cotton clothing in various ancient civilisations, the development of the cotton industry in India, her flourishing trade with the west, its repression and decline under the East India Company etc. The science teacher can also impart useful knowledge about Botany, Physics, Chemistry, Agriculture and Climatology at every step, as he studies the sowing of seed, its germination, the growth of a plant, its flowering, the tools and appliances and sources of power used in different stages of its transportation and manufacture into cloth. Then there is the romance of the spinning wheel, the folk songs associated with harvesting and with spinning and weaving, the rural economy of life in which it plays such a dominant part, the numerous mathematical calculations from the simple counting of rounds of yarn to calculating the huge weight of debt and interest borne by the poor cultivator and the economic legislation which is being attempted on their behalf in different states of India. Can anyone doubt that in the hands of an intelligent and resourceful teacher who understands the technique of correlation the project of cotton can develop into a treasure house of useful knowledge?

Teach subjects with a basic orientation through a) Correlation & b) Projects.

Basic education, therefore, has this valuable message to offer to our non-Basic schools—we can give up our age-old inertia and mental laziness and teach subjects with a Basic orientation (a) by adopting the principle of correlation as the basis of our approach to teaching the various school subjects and (b) by undertaking big and small projects.

This will undoubtedly demand greater mental alertness, more vigilance, capacity for constant stock taking of the child's acquired knowledge with reference to the requirements of the syllabus and undoubtedly greater resourcefulness and ingenuity to create interests, situations and stimuli which will lead the child on the desired goal, but it is worth attempting. Teachers who throw themselves into this virtual educational crusade for a better education should courageously take up the challenge of this difficult but none the less worthwhile task. I will now indicate with the help of specific examples how the principle correlation can be applied to the teaching of school subjects a) by integration of units of the curriculum as well as b) by projects.

Integrating units of curriculum of Subjects by the application of the method of correlation.

1. Correlating Composition with various school subjects.

The Philosophy of Composition.

What is the philosophy of Composition? Basically composition is a fundamental activity of the mind as it comes to grips with reality (things seen, handled and heard of in a real life-situation so that the resultant effort of the child may be somewhat like recollecting the emotion in tranquillity, so the important thing for the teacher of composition is to recognise that the child is hungering to give expression to his intimate and personal experiences in language and to provide conditions so as to ensure that the child does say in his efforts at composition what he wants to say by way of creative self-expression in a spirit of joyous spontaneity, for ideally, speech or writing is but the expression of the child's innate need for expressing his mental reactions—the appetite or hunger of the human spirit for utterance. Thus the first necessity to ensure artistic speech or writing is that the child who is speaking or writing must be made to feel a spontaneous desire for creative self-expression, for spontaneity is the essential condition of artistic utterance.

The child is an artist hungering for self-expression.

Just as an activity is necessary for the living organism so concepts are necessary for mental life because the mind grows in so far as it finds expression for itself. The child seeks expression for its own sake because he feels he has something unique, intimate, intensely personal which is stirring within his mind for utterance. We as teachers of composition, need therefore to ensure three things viz, clearness, accuracy sincerity and individuality—born of the child's own reactions to reality. We must apply these four criteria so that every word that the child uses is tinged and coloured by a genuine and original emotion, born of personal experience of a real life-situation, for to keep your language in effective contact with reality, to touch it with a genuine emotion and passion and to utter it at a time when the desire for self-expression is uppermost in your mind is to exhibit it in the plenitude of power. Ardent persuasion and deep feeling alone can enkindle words so that

the weakest take on glory and helps to form 'style' which is the fair offspring of artistic self-expression, sincerity and individuality. The child in his humble way is an artist hungering for self-expression. It is therefore important to ensure that every child's effort at composition should have something unique—something peculiar in it, for this peculiarity is the measure of his sincerity and truthfulness. The child is a peculiar person and so is every artist, but the thing he has won by his peculiar experience is the very foundation of what ever is true in our logical apprehension of experience. Having enunciated these principles, I will now place before you a list of activities through which the subject of composition can be correlated with a number of school subjects.

Some Examples of Correlation of Composition with School-subjects.

1. **Little-men lectures or the lecturette**—Pick out the name of the speaker and the subject matter, one from each of "puzzle" boxes for short talks for say 5 minutes. (The subjects must be chosen from those about which the child has had personal experience).
2. **Mock Trials, Debates** chosen from History, Geography or reading books, **letter-writing** (in response to an actual advertisement for a post) with letter paper, envelopes made by children, mock elections (to teach History, Civics etc), **Dialogues** from real life.
3. **The Interview** from a mock newspaper representative or by a mock employer to child candidates, selected for interview, by a Board, from applicants for a post actually advertised.
4. **Mock Parliament** to discuss for and against a subject for debate (only such subjects should be chosen as may provoke a sharp difference of opinion). There must be regular boy or girl officials in the debate including a President to enforce rules, reporters to take down notes etc. This will be a valuable training in the art of self-government.
5. **Play-writing** in connection with seasonal or religious festivals to be acted, embracing drawing and handwork (including manual training decorative pottery, batik work), history of the festival, visit to relevant places such as temples, music etc.
6. **Short articles** in conjunction with **excursion**, nature rambles, school journeys as well as with manual training, practical Geometry lesson.
7. **Running a Form magazine**, embracing drawing, painting etc.
8. **Public speaking** before the entire school assembled in the school hall.

2. Correlating Grammar with Composition and Literature.

According to modern conception all grammar teaching must be free from obsolete and burdensome pedantries and must fulfil a really practical purpose, for unless a child is taught continually to apply the rules of grammar (language-habits and structures) to correcting his own composition, the teaching of grammar will be useless specially when we are tackling a foreign language like English. The basic idea behind a correlated technique of teaching while dealing with Grammar and Literature, is that most of the grammar taught should grow out of the composition and reading lesson by means of what may be called the structural approach to language teaching. This will enable the teacher to present Grammar and Literature in an entirely new light.

The Board's syllabus in English, for instance, specifically lays down that Grammar and Composition should be taught based on the subject matter of the lessons in the Readers and that each lesson in the Readers should therefore be so planned as to indicate appropriate grammatical forms or structures or patterns used in the lessons. It is important, for instance, that the student when he learns a noun or an adjective or a verb should become familiar with the patterns in which they are normally used in English before he is able to use his vocabulary. By way of a specific example let me illustrate my view-point while teaching say Parts of Speech in English Grammar :

1. Write down ten sentences about horses and then show which are the subjects and which are the predicates in each.

2. Write down lists of adjectives which are likely to be useful to you in describing the last inter school football match, or a sunset which you have actually seen.

3. Make out a list of adverbs suitable for use in explaining

a) how a horse ran in a race

b) how you climbed a hill

c) how an aeroplane starts

d) how you can ride a bicycle

e) how you prepared a ruler in the M.T. class

4. Write down as many prepositions as you can in describing a) a shop window b) the ice-cream man c) the street hawker d) a summer's day in Calcutta e) a path in the wood f) your last excursion or outing or nature ramble or school Journey.

5. **Correlating History and Geography as Social Studies**—the danger of making it an amorphous hotch-potch.

Why should History and Geography be treated as a unity in the lower forms at least and be presented as Social Studies, the object being to present the associated life of Man in constant interaction with his physical, economic, and social environment? The chief reason for this is that Geography lies at the basis of History and that every society develops a relation to a particular physical, economic, and social environment, and to understand human society, its reactions to and its actions upon its environment, its ecology, and the social significance of geographical facts must be studied. Every event is the resultant of two groups of factors a) the historical or temporal factor of events which have already occurred and b) the geographical or spatial factor of environmental influences.

History presents the thrilling drama of the ascent of man from the drab level of animals to the richly coloured world into which we are born. It is basically the record and interpretation of the life of humanity as it was and as it is against a physical background. Geography cannot be brought without bringing in past associations of places in the history of the nation. Indeed so completely is history conditioned by geography that we are inclined to think that the two are interdependent and interrelated in time and space and as such the threads of both the subjects should be woven together in a common pattern, so naturally helpful and illuminating is the light thrown upon each other's work. But in the work of integrating the syllabuses of History and Geography with a view to evolving a co-ordinated syllabus for social studies, maintaining an even balance as between the two,

we should never lose sight of the integrating we have enunciated above ; otherwise there is the danger of making the syllabus for social studies a sort of "amorphous hotch-potch", although it cannot be gainsaid that our young people must be given in the early stages a chance of finding out the inter-relatedness of things around them in their day to day experience.

4. Correlating History with Civics for training in citizenship.

No members of a great profession have heavier responsibilities or a nobler service to mankind than teachers of History and Civics, which should be correlated in such a way in the work of teaching that it may help the future citizen to an understanding of current social, economic and political questions. If democracy is to be successful the majority must be competent citizens through the introduction of the principle of self-government in all school activities so that children may finish their school career with an adequate background of knowledge and, above all, with such an interest in public affairs that they will continue to educate themselves in after life. The point is that our self-governing institutions can only be maintained by an increasing supply of citizens who are to prove themselves worthy of shouldering the responsibilities of citizenship. To turn out such men and women is the most urgent task of the teachers of History and Civics. This is the reason why the study of History and Civics should be a potent force in the development of the young of citizen.

Training in the responsibilities of citizenship, individual and collective, can best be given through the organisation of a Childrens' Assembly and the election of ministers to take responsibility for the proper organisation and functioning of the various extra-academic activities in the school, as is done in the Basic schools. The Class Assembly should be the starting-point for the study of self-governing bodies, local and national. The school Assembly should take similar responsibility in matters affecting the school as a whole. Its constitution and rules of procedure the functions of its cabinet of Ministers, their tenures of office, etc. can be educative materials of the greatest value. The proper conduct of meetings, the discussion of plans, the reception of ministerial reports, the presentation of the budget of income and expenditure, the exercise of the vote, the records of proceedings—all these will help to form good civic habits of fair play, the patient appraisal and adjustment of differing points of view, loyalty to the ruling power, besides learning how to discuss, to give and take, to give in to the will of the majority, to make decisions, to appreciate freedom in the widest sense, to build up a common will to live together and, above all, to solve the difficulties of so doing as peacefully and efficiently as possible.

Another important reason why the study of History and Civics can be made a potent force for the education of the potential citizen is this: the very nature of historical enquiry forces even on the young a realization that evidence is essential before a judgment can be wisely formed on any social problem. Hence the importance of utilising the documentary method as a kind of class activity or even project for the construction or building up of actual history after carefully sifting the documents or raw materials. The young citizen should be trained in powers of judgement and discrimination in this way so that by the time he completes the school course he may have formed a solid background of knowledge of the history of present-day institutions, an appreciation of his own social order or the world order and of his responsibilities and privileges, his rights and duties therein and an optimistic yet balanced view of the possibilities of the future of the human race.

Likewise, Geography should also give the teacher special opportunities to help the future citizen, especially in his latter school years what may become one of his most valuable possessions viz, a vision of the world in which he will work to live with methods and aims different from those of his own but worthy of respectful study and appreciation so long as men's faces are set towards a common goal of concord and harmony.

5. Correlating History with Composition and Literature.

History also offers a virgin field which may be explored with great advantage by the teacher of Composition and Literature, his aim being the reproduction of materials taught in the History lesson in a literary garb. Here are a few examples :—

(1) Imagine that you are the son of a noble man who is actively engaged in the Battle of Plassey against Clive in Murshidabad. Tell the story of the struggle between the Nawab's forces and the English army just as you would tell it to a school friend of today.

(2) Write out the diary of an Indian soldier who took part in the Battle of Plassey.

(3) Subjects for Debates.

(a) That in the opinion of this House the verdict of historians is rather unjustly severe on Mahummad Toglak or Aurangzeb.

(b) That the murder of Thomas a'Becket cannot be defended.

(c) That judged by the standards and the circumstances of the times, Hastings must be considered a great statesman.

The numerous dramatic incidents in History can also be utilized for play-writing and play-acting. The writing of specimen scenes, the designing of costumes, the details of manners and customs to be picked up from contemporary social history can be made to form the subject of good class exercises. This kind of dramatisation of important episodes of history is sure to contribute to the retention of knowledge. It will put romance into the dry bones of Historical facts. There is, however, a danger of sacrificing accuracy of detail in History teaching but if the characters of History live, move and have their being in a world free from contradictions, the purpose of History teaching would be adequately served so far as the lower and middle forms are concerned.

A few typical examples of historical episodes which lend themselves easily to dramatic treatment may now be mentioned : (1) Alexander and King Porus (2) Upagupta and Ashoka after Kalinga War (3) Emperor Harsabardhan and Hiuen Tsang after the quinquennial festival (4) Prithviraj and Jaychandra (5) Pratap and Sakta after Halidghat (6) Sir Thomas Roe at the Moghul Court (7) Shivaji at Agra Fort (8) Babur and Humayun etc. etc.

6. Correlation of Geography with Composition and Manual Training and Woodwork.

Likewise Geography can also be correlated with Composition, the aim being to cultivate the geographical imagination of pupils by interesting them in the lives of people in other lands. Here are a few typical examples :—

(1) Suppose you are shipwrecked and washed ashore in a South African coast. Tell the story of your adventures with savage tribes after the manner of Livingstone and Stanley.

(2) Suppose you were one of those who saw Mallory and Irvine disappear on their way to the summit of Mount Everest. How would you describe the flora and fauna of the Himalayas in your letter to a school friend in the plains.

(3) Read the adventures of the following explorers and write a short account of their achievements—Marco Polo, Somerville, Amundsen, Nansen, Scott, Shackleton, Bruce, Peary, Tenzing and Hillary.

Geography more than any other study makes a free use of all possible modes of expressing its ideas—whether by oral and written language, drawing, maps, diagrams, pictures, or by wooden models or manual constructions involving those simple objects and processes in which Geography is most interested e.g. construction of a canal-lock, a loom, a water-wheel, a power station etc.

Productive and scientific wood work will always involve some knowledge of Arithmetic, Geometry, Geography, and History. Besides it will equip the child with an elementary knowledge of local trees and their uses. As he learns the nature of wood while handling it in the M.T. workshop, he will come to understand the effect of natural forces on the growing tree and learn to attach a proper value to isolated plants and forests which are frequently neglected and destroyed owing to ignorance. Incidentally he will learn the physical geography of the country from which the wood comes, the effect of rivers and climate on forest growths. Besides, the story of the invention of simple tools for woodwork will stimulate his curiosity as to the lives of the people who invented them. This will lead by a natural transition to some aspects of History.

7. Correlation in the teaching of Mathematics.

Keeping in view the part played by Mathematics in the development of civilisation, pupils should be able to see that Mathematics is an instrument of discovery in sciences, both physical and social—a means of social organisation and progress and a model of systematised thought. Social life would break down if Mathematics did not make equivalent exchanges of goods possible among communities in the give and take of everyday life.

Hence the important thing to ensure in the teaching of the subject in the early stage is to see that problems are real, useful, true to life, associated with the life-experience of the child and answer a fundamental human need in life and that the knowledge and skill developed by drilling sums must be applied to specific life-situations such as shopping, family budget, gardening, games, holidays etc. which should be explored for their mathematical content. Unreal and formal problems, chosen according to the creed of the old-time faculty psychologists with whom mental gymnastics or disciplinary value seems to have been the first consideration in the choice of problems, should never be presented to the child in the early stages. If this is not done the child's inherent interest in numbers will be lost in never-ending, soul-killing, unreal, useless and fanciful calculations which have no real meaning and value to the social life of the child. On the contrary, if problems are taken from the everyday experience of the average pupil, they will not only enable him to solve the normal everyday problems which he will meet after leaving school, but will also by arousing the spirit of inquiry help him to understand the world around him in which Mathematics plays such a significant part.

We can give the children a broad vision of Mathematics and co-ordinate it with other branches of knowledge through a carefully worked out scheme of integrated curriculum. The

time was when the Mathematics teacher objected to the use of Algebraic methods in the teaching of Arithmetic on the ground that Arithmetic is a science complete in itself and is independent of Algebra and that arithmetical methods are more intelligent. That position is changed now. Let me cite a few specific examples to emphasise in the early stages the essential unity of a unified course of Mathematics. Children should be occasionally allowed to make use of the equation method in solving arithmetical problems when they have failed to find a way of doing these problems by arithmetical methods. The teacher should also make a constant use of the equation method in solving all kinds of inverse problems. The idea of ratio can be treated successively from the arithmetical, geometrical and algebraic points of view. These are some of the ways of bringing out the essential unity of mathematical studies in the early stages.

If we look into the early history of Algebra we shall see that it had its beginning in Arithmetic. Algebra was invented to solve complex inverse problems in Arithmetic. It assumed its independent character later and lost its touch with Arithmetic as its field of investigation expanded. Now the attempt to bring Algebra and Arithmetic into closer touch is just to re-establish their old connection. A proper correlation of these two branches of Mathematics can undoubtedly result in the saving of a considerable time devoted to the study of Mathematics in schools.

There is a very close connection between Arithmetic (the science and art of measurement) and Geometry (the theory and construction of form). This connection should be maintained in practical work. The value of Arithmetic and Geometry in life through Projects so that the child may be led to see its practical utility (i.e. how they meet the exigencies of domestic and social life. The importance of Arithmetic is due to the fact every branch of human activity is in some way connected with the measurement of number, form, position, weight, quality—the shape and size of material bodies and their exact determination. Practical working with concrete things of everyday life makes understanding possible for the child. This therefore established that the traditional syllabus in Mathematics must be subjected to a rigorous process of selection and adaptation, in view of the criteria discussed above.*

* Summary of talks given at workshop sittings of the group on Correlation of Subjects and Projects during the March to May course organised by the department. The series will be continued in the next issue.

The project method at the primary Stage of Education

By

Santi Dutta M.A. M.A. (Edn, Lond)

Subrata and Ruma came running to the teacher. Their eyes were bright with joy and excitement.

—"Do you know, Miss, tomatoes are all ripe today?"

—"I am sure, there will be enough to offer some to the nursery children.

—"Their health will improve. May we go and pick them? Isn't it lovely to be in the sun in winter-time?"

—"Won't the tomatoes weep?"—objected Ruma.

—"Not at all"—said Subrata—"the tomatoes love young children."

—"Do you know why the return is so good—because we took great care to prepare the soil and kept a minimum distance of three feet between the plants."

—"Children seem to be very busy and interested in their class-work"—commented an astonished observer from out side.

—"Tomorrow is their great day" explained the teacher—"They have just finished a real house with bricks and cement to play with dolls there. So they are busy writing invitation letters to others for the house warming ceremony to take place tomorrow and checking up the last minute arrangements for decoration, reception, a small exhibition of their work in connection with the house like the accounts, literature, paintings, dresses for dolls, furniture etc. Hence there is no need for the teacher to urge them to carry on their work. Their own interest is the motive force here."

...

...

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The above pieces are examples of conversation in relation to two projects carried out in the Experimental School attached to the Basic Training College at Alipore. One was "Kitchen Garden" and the other "Building a Real House for Dolls."

The enthusiasm with which the children carried out the work, the spontaneous motivation, the amount of information they gathered are points definitely in favour of the project method.

Educationists of today all agree that an education unrelated to the life of the educand is of no use. The educational system of our country has produced many educated fools, many graduates without the slightest knowledge of how to solve the real problems of life. Great leaders like Tagore and Gandhiji protested strongly and bitterly against the theoretical and bookish knowledge imparted in our schools without any relation to the life interest of the pupils. As Tagore said—"we rob the child of this Earth to teach him geography, of language to teach him grammar." The cleavage between theory and practice, thought and

action must be bridged. Knowledge divorced from action is of no value. We need an integrated curriculum, where the subjects will be related to the needs and interests of the child himself and those of his social environment.

A realistic solution of the problem was offered by Gandhiji in the scheme of craft, centred basic education. He laid great emphasis on the close and intimate relationship to the problems of life and put forward a scheme of activity curriculum centring round a craft.—“In the preparation of this syllabus, we have attempted to organise the subject matter into significant and comprehensive units of experience which will, when mastered, enable the child to understand his environment better and to react to it more intelligently because they throw helpful light on the problems and conditions of life around them.”

Western educationists also emphasised the conception of an integrated curriculum and various ways and means are devised to meet the requirement. One such device is the Project Method.

There are many definitions and explanations of this method. Dr. Stevenson gives the following definition of a project in his book—“Project Method and Teaching”—“A project is a problematic act carried to its completion in its natural setting.” So a project includes four aspects. First, it involves a problematic situation in which reasoning or thinking has its part to play. A small problem leads on to very many activities and other connected problems. This is one of the characteristics of purposive learning according to the Gestalt school of psychology. The children must gather information, for example, regarding seeds and plants, preparation of soil and manure, before they undertake the project of making school and kitchen garden. Second, comes the modification of behaviour. The information is utilised and the experience is enlarged and modified. This is what is meant by learning by modification of behaviour or a reorganisation of experience. Thirdly, there is the question of natural setting and fourthly, the understanding of the problem and general principles underlying the solution and a practical application in a life-like setting. Application of theoretical knowledge in a real situation is the most significant aspect of the project method as it helps to relate theory with life. Psychologically, knowledge becomes most fruitful only when it centres round the child's environment and his real experiences. The child is in the need of a feeling of security and confidence in himself. If the gap between experiences gained in school and home environment is too big, the child will feel insecure and find it difficult to remember a subject matter totally foreign to his interests and needs. There should be no sharp break between the life at school and the life at home. The Project Method helps to bridge such a gap as the problem requires to be solved in a natural setting. Kilpatrick defined the term project as follows—“The term project contemplates a complete act (or experience) which the agent projects, purposes and within limits, sees through to its completion”. This also implies a purposeful act in a social environment.

The Project Method satisfies one psychological condition for a good transfer of training. While formulating the theory of ideal components, Thorndike pointed out that transfer takes place to that extent only in so far as there is an identity of elements (or components) between the two situations so as to effect a transfer from school room situation to life like situation, the project method of teaching seems to be invaluable.

In fact, the history of every great invention is the story of a project. As such, we may say that a project develops the same attitudes as are involved in scientific research. On analysis we find the following steps involved in it.

1. The consciousness of a problem means a 'felt need' growing out of the unsolved part of one's environment.

2. It provides a motive for solution—a growing interest and enthusiasm which leads to the utilisation of one's energies and directs one to activity. Once motivated the act will be carried forward by its own incompleteness and future reference to other emerging goals.

3. As a result, the individual makes a search for the related material and information leading to the solution of the problem.

4. Then comes an organisation and systematisation of the results of various activities involved in solving the given project.

In short, the project method facilitates learning in that it satisfies the most important condition of learning, viz, that it creates a motive for learning and a will to learn. Secondly, it helps to correlate and integrate the life of the pupil with the subject matter or knowledge or informations received in the school by solving the problem in a life like situation. Thirdly, it helps to create the attitude of scientific research.

The next question is, is it possible to prepare a curriculum for the primary school completely on the basis of the project method? The Americans have accepted the method with much enthusiasm and quite a number of schools are experimenting with it and have reported good results. The Britishers, conservative as they are, are more in favour of formal lessons and class room teaching, but they also admit the value of the purposive element of the Project Method and are in favour of striking out a mean between a project curriculum and pure formal lessons. They point out that the project curriculum requires more space than could be allotted, that it might stand in the way of covering the full syllabus for examination purposes, that the order in which the subject matter ought to be presented ideally may not be maintained in a project, that it requires a good deal more co-operation between various subject teachers than is possible. In the nursery and primary stages and in modern secondary schools, teaching through Project Method has been tried with good results. We have to see how far our own conditions and resources allow us to try out a project curriculum and if it is at all possible to construct such a curriculum.

To construct a curriculum on the basis of projects only one has to remember the following principles enunciated by Stevenson. — 'If the project is to be made the basis of the curriculum, it is necessary for the teacher to decide as scientifically as possible what principles and processes should be mastered by the student (ie, the syllabus of studies) and then to select, not single projects, but groups of projects so arranged that selections of projects is made possible with the certainty that all essential facts, processes and principles will be covered. Then, when the principles and processes have been covered by the Project Method in class, enough time should be left in the course, so that the subject matter may be systematised. First, the project is used for approach to all parts of the subject and then a systematizing study follows as an extended summary'.

Before we undertake to see if a project curriculum can be made for the primary stage of education, let us have a clear idea regarding the distinction between a project and a problem and the various types of projects.

A project involves a problem and a little more than a mere solution of the problem. A problem can be solved intellectually as well as manually. But a project means the solution of the problem in a like-life situation. For example the study of the electric bell system can

be a purely intellectual study of the principles underlying it. In that case it would be an intellectual problem. Or, the construction or installation of an electric bell in the laboratory,—which would be a manual problem. But if this exercise is carried out in the home environment where an electric bell system or a burglar alarm system is installed the total activity would represent that manual project. The same can be an intellectual project if the pupil, interested in electric bells and burglar alarms, takes up the subject very seriously, reads widely, and collects all information regarding the details of installing such a bell in the same way as a problem outside the school.

Besides being intellectual or manual, a project can be either simple or complex. When a girl takes up the problem of how to peel potatoes more economically it is a simple project. If, on the other hand, she takes charge of preparing the meals for the whole family for one month more economically, it is a complex project. That is, a complex project includes a number of minor projects. The minor projects will be subdivisions of the major or complex project. For example a boy may undertake to cultivate potatoes on an acre of land. This would be his major project. A minor project connected with it would be the preparation of the soil or say the testing of the seeds. To illustrate further, simple projects in home economics will be to bake bread, to lay the table, to serve meals, to go to the market for shopping : in composition—writing out an invitation letter, a report of sports for the school wall-newspaper, etc.: in arithmetic—to solve simple problems in connection with home activities like checking out of grocery bills etc. : in modern history, to account for the present map of India or Europe will be a complex project.

Let us accept that it is not always possible to present through projects all the knowledge and information included in a particular course and that, in many cases formal lessons have to be given to fill up the gaps, but where it is possible to teach through the Project Method learning becomes easy and interesting. Remembering this, let me give a brief account of the various projects undertaken in the experimental school attached to the Basic Training College for Women; Alipore. The teachers were in an advantageous position in that school as one whole class was in full charge of one teacher and there were no subject teachers and the timetable could be manipulated to some extent by the teacher if the case required so.

In class one, that major interest centres round the teaching of language. The language has three aspects, expression or speech, reading and writing. In every class, the days began with news-telling, showing date-cards, name of week days, writing out the weather charts, presenting any collection made by any pupil. One main interest of the class was to play with dolls. Centering round this interest, the class teacher took up an elaborate scheme and correlated reading, writing, calculation, handwork civic duties with that. As the first step there was discussion,—planning of the houses they could build. Many big ideas and plans came forth, but they collected information from various sources and found that their means could provide only a brick-house with a thatched roof. They undertook the project gladly. There were three groups in the class. The advanced group could write freely the summary of the discussions and an account of the days work. The second group wrote a controlled account given by the teacher. The backward groups learnt their alphabets with matching cards, prepared by the teacher, based on the same material. Then they learnt counting and had a sense of tens by counting and laying bricks in tens. They made dolls and their dresses, beautifully illustrated their diaries which included only the best writing work. The project

continued for one full term and ended with a social festival "Griha Prabesh". The festival was a perfect one including decorations, dances, songs, distribution of sweets first to guests and then among themselves, making a small scale exhibition with their work in this connection. The striking feature was their joyful participation in the project, enthusiasm and interest shown in the work.

Another project centering round the same interest was a dolls' wedding. Some older boys of a higher class presented a wooden palanquin to them on the occasion and thus learnt carpentry and the use of foot-rulers. The project helped to correlate reading, writing, handicraft and some minor calculations. Besides, a number of projects were taken up in the same class centering round the various seasons like winter, rains and summer. These included environmental studies, like observation of season's fruits, flowers in the school garden or by paying visits to the market, fall of leaves, observation of daily weather & preparation of charts. This also included reading and writing connected poems, stories and other literature, writing out playlets and acting them, clay modelling, paper cutting, painting etc. Incidentally it may be pointed out here that these types of environmental studies prepare the ground for the introduction of formal geography lessons.

Pupils of class II took up some interesting projects. One was for creating traffic consciousness. It included visits to the main road and observing to police controlling traffic, the rules for crossing roads, the function of traffic controlling light posts, duties of the Corporation regarding the clearing of streets etc. It included many discussions, writing a visit of the Traffic Controller to the schools and finally, the children produced a tableaux, showing the rules and duties observed. Another interesting project was "Rather Mela" or the car festival. With great enthusiasm they described their experiences and expressed the wish to organise such a fair themselves. For weeks, they had lessons on the use of coins as they must have shops, sell things and keep accounts. They prepared lots of interesting articles for sales on the day of the fair, cooked a number of snacks and sold them and kept good accounts of sale and profits.

Project taken in class III :-

1. Gardening :- Children learnt to use footrule and constructed multiplication tables acquired knowledge of manure and preparation of soil, the relation between a seed and a plant. They learnt connected stories and songs, dramatised "ভরকারিঁর বোঁল" (vegetable curry).

2. Another very interesting project was 'Post Office'—It was first introduced to teach the children addition, subtraction and multiplication in terms of rupees annas and pies and in due course, historical information and matters of geographical interest were correlated with it. The children paid a visit to the local post office. The officers explained all the various functions of the post office with great sympathy and patience, then they started a 'post office' of their own, selling stamps, postcards and envelopes and keeping daily accounts. They learnt the history of the postal system and collected many stamps of India, made charts, wrote out the historical and geographical significance of each stamp. One day a postman in uniform came and explained his multifarious activities to the children. In the handicrafts class they made charts and diagrams with art paper showing the history and functions of post offices, displaying telegram forms, money order forms, post cards, envelopes and air letters etc. In this connection a reference may be made to an interesting project carried out in a junior school in the U.S.

It correlated much of arithmetic, geography, language and handicraft.

3. Another project centred round the life of Gautama Buddha. The children composed a drama 'সিদ্ধার্থের দয়া' (Siddhartha's Compassion), based on the story of Buddha's kindness to animals from his childhood. They visited Mahabodhi Society and the Calcutta museum, and performed a dance drama called 'Pujarini'. There was a plan for drawing maps to show the spread of Buddhism, constructing model Buddhist villages, Mathas, Viharas, Stupas etc. at a later stage.

Many more examples can be given, but time will not permit. Let me make just a list of interesting projects taken in class IV.

One was the construction of a model of the school building to exact measurements. Then there was a project on transportation types, history, importance, etc. There was work on the irrigation system of Egypt, the lives of people there and the manner of cultivation and agriculture. Handicraft was correlated with all these projects. There was a school picnic to introduce measurement of articles by weights. There was a project round the lives of the people of Japan and another of the people of Greece. The children made wind-cocks and rain gauges and used them for preparing daily weather charts and bulletins for the school. Then there were school festivals and functions which provided good centres of interest for projects. Interesting projects in hygiene can also be undertaken like anti-fly campaign, anti-sneezing campaign, prevention of communicable diseases etc.

To sum up, we find that projects help to motivate and thus increase the desire to learn. Projects stimulate thinking and reasoning power. They help habit formation and drill work. Usually, the criticism that is levelled against the project method is that most of the learning through it is incidental and there is little scope for drill work and habit formation. This criticism is correct to some extent, but projects may be used to stimulate drill work and habit formation.

For example, when the children tried to play the game of 'Bean-bag' they were hampered by the want of good knowledge of counting. So they had practice in counting for several days. They enjoyed the practice, though monotonous, as it was needed for some activity in which they were interested. This is the wonder or romance part of education according to White-head which, unfortunately, is hurriedly passed over to practice or drill work drawn out to the limit of monotony and sometimes the last stage of application is not reached at all.

In fact, to be accepted widely "The project method must make provision in the selection of projects to be pursued, for the development of skills and habits. It must be supplemented by a systematic review of the facts learned in the project setting.

Fourthly, the project method makes a good case for the activity principle in education.

To repeat, the teacher must think of a few things before taking up the project method. The teacher, must, first of all, know how much is to be taught to each age group of pupils." Must survey the subject planned for teaching in order to enumerate all the facts, principles and processes which are to be taught. Then the material should be arranged in a systematic and logical order. Then, the project which may be used to cover the subjects should be outlined elaborately to see how much of the material, logically arranged, can be taught by these projects.

It is quite likely that many facts, principles and processes that are required to be taught, cannot be covered by those projects. Simple projects should be developed for those pieces. Or, if it is difficult to get projects for those materials, arrangements must be made for teaching them systematically by problem method and activity principle.

'After the facts have been introduced and taught by the project method, the material should be arranged in a logical order and distilled upon until a systematic graph of the subject is realised.'

In the project method the responsibility of the teacher is very high, as she will have to plan the work, capture the imagination and interest of pupils, see that every body in the class contributes an equal share of work. The time table, to my mind, should combine formal lesson periods, free periods and activity periods. There should be a central body of publishers to publish detailed accounts of various projects carried out in different schools and a committee to draw up schemes of project curriculum with definite guides as to the execution of problems and projects to cover completely the course of studies prescribed by our state for primary schools. Only in that way would it be possible know if there can be a complete project curriculum.

Books to read :

J. A. Stevenson—The Project Method of Teaching.

Evan Bros.—Activity Methods for Children eg. Under Eight.

M. V. Daniel—Activity in the Primary School.

K. Richmond—Purpose in the Junior School.

Stevens.—Activity Curriculum.

* The writer had discussed the projects in relation to the course of studies, prescribed by the W. Bengal Govt., for primary classes. That had been omitted here for want of space.

* Summary of two lectures given at two workshop sittings conducted by the writer in the training course held from March to May 1956.

Now the question is how to construct the New Type test? We can follow the instructions as given by P.E. Vernon :

‘A list of the topics which it is to cover should be written out and a rough assesment made of their relative importance for example on a 1 to 5 scale. Suppose that the sum of all these assessments comes to 75, and that the examination is to last two hours, Probably about 150 questions will be needed. In that case each topic assessed as 1 in importance should eventually be covered by two questions, each assessed as 5 by ten questions and so on. Naturally this distribution of questions need not be enforced mechanically, but the principle of allotting most questions to the most significant parts of the field is important.’

‘When the teacher and the examiner are one and the same person, suitable questions or ideas for questions are likely to occur to him while he is conducting the work of the class. These should be noted down and filed, they will save him much time and effort when the examination has to be made up. No examiner should expect to be able to devise a complete test at one sitting unless it is intended to last only about a quarter of an hour. He will soon discover for himself his speed of work, and will set aside sufficient hours on a number of different days, to enable him to carry out the construction efficiently. Before he enters upon the final stage of construction he should have in hand roughly double the number of questions he is likely to need. Many will have to be rejected for one reason or another, hence he requires plenty of spare ones.’

The New-Type Test may be of various forms. Some of them are more suitable for some things and some for others. It is not desirable to use too great a variety of item types in one paper. For ordinary classroom tests two or three types may be used. For longer examinations variety might be increased by using four or five types.

For in a short paper if several types are given examinees have to spend too large a proportion of time in reading the instructions and in read justing the mental set. Vernon suggests the following rule to be taken as a rough guide. ‘If matching items are included there should be at best five of them, each including 5 to 10 responses. If multiple choice items are included, there should be at least ten of them. If true-false simple recall or completion items are included there should be at least twenty of each.

Care should be taken to sample course content widely and impartially in the selection of materials for a test.

First those items should be constructed that fall into large groupings such as matching exercises and then items having narrower scope. So Multiple choice items should be constructed prior to alternate-response forms.

For constructing objective items the following suggestions may be followed :

1. Good language expression should be observed
2. Difficult words should be avoided
3. Text book wording should be avoided
4. Ambiguities should be avoided
5. Items having obvious answers should not be used
6. Clues and suggestions should be avoided
7. Items that can be answered by intelligence alone should not be included
8. Quantative rather than qualitative words should be used
9. Catch words should not be employed
10. Items should not be interrelated.

Each item or test unit should be written on a filing card or slip. After the test items have been constructed they should be sorted by types very carefully.

In each group the questions should be arranged in estimated order of difficulty starting with the easiest. These estimates are likely to be highly inaccurate at first. But if the teacher takes the trouble to note after examining each paper 1) how many examinees did actually pass each item, 2) arrange the scripts in order of merit, highest scores at the top, lowest at the bottom, 3) divide the scripts into 3 equal groups upper (U), Middle (M) and Lower (L) 4) Calculate the percentage of children in each group who answered a particular item successfully, then difficulty of the items may be obtained by the formula $D = 100 = \frac{U+M+L}{3}$. The validity of each item may also be obtained by the formula $V = U - L$, of course the capacity of the teacher to estimate, the difficulties correctly will gradually improve in course of setting and checking several test papers.

There should be a minimum number of items which all pupils can answer correctly or for which no pupils can get the correct answers.

The test should be of such length that all or very nearly all of the pupils can complete it before the ending of the testing period. From experiments it has been suggested that time allotted should be approximately 1 minute for each 2 recall items

| | | | | | |
|---|---|---|---|---|-----------------------|
| 1 | „ | „ | „ | 2 | multiple choice items |
| 1 | „ | „ | „ | 3 | true false „ |

Different types of items.

1. Recall type items

A question or short problem is followed by a blank space where the answer is to be written or alternatively from a sentence as paragraph certain words or phrases are omitted leaving blank spaces to be filled in : for example :

1. Who was the founder of the Mogul Empire ?

2. What is the formula for finding interest when principal, time and rate are given ?
Some hints for construction of such items are given below :

1. Lines for responses should be of the same and of adequate length. The lines or blanks should be long enough.
2. Desired response should be definite.
3. Question should be only for important items of knowledge.
4. Only important and crucial aspects of a statement should be omitted.
5. Spelling errors probably should not be penalised.
6. Positions for responses should ordinarily be at the ends of the sentences.
7. Completion paragraphs should be unified wholes—and should not obscure the meaning by containing too many blanks.

True-false type.

This generally consists of a set of statements approximately half of which are true and the rest false. The examinee has to indicate which is true and which is false.

Objective Tests

Latika Das Gupta, M.A. B.T. M.A. (Edn. London)

Why does the question of objective tests arise? Because it is agreed now that the essay type examinations are very defective methods of measuring the achievements of the pupils. The facts below are well established :

1. When a set of scripts is marked by different examiners wide discrepancies are found in the resulting marks.

2. When examiners sit for two different examinations dealing with the same scholastic subject which is set and marked by the same examiner, they mostly obtain distinctly different marks.

Many experiments conducted under controlled conditions have confirmed these facts. Results of some of them are given below : E. W. Tigs, Editor-in-chief of the California Test Bureau, sent copies of a single physiology and a single science paper to teachers of different schools with the request that they should mark them in accordance with their usual practice. The marks awarded, varied as given below :

| Marks awarded | Single paper on Physiology | Single paper on Science |
|---------------|----------------------------|-------------------------|
| | No. of Examiners. | |
| 90-100 | 4 | 5 |
| 80-89 | 8 | 7 |
| 70-79 | 3 | 12 |
| 60-69 | 2 | 13 |
| 50-59 | 9 | 4 |
| 40-49 | 4 | 0 |
| 30-39 | 0 | 1 |
| 20-29 | 1 | |

D. Starch and E. C. Elliot sent copies of a single geometry paper to the chief geometry teachers of 116 high schools and the marks varied as given below :

| Marks awarded | Single paper on Geometry |
|---------------|--------------------------|
| | No. of examiners |
| 90-100 | 2 |
| 80-89 | 18 |
| 70-79 | 40 |
| 60-69 | 36 |
| 50-59 | 16 |
| 40-49 | 2 |
| 30-39 | 1 |
| 20-29 | 1 |

So the marks on the same script varied from 28% to 92%. Wood described another story of six examiners. The first examiner for his own guidance wrote out a set of model answers to the question. This model unfortunately he left among the candidates' papers. The other five examiners awarded marks to this model answer which varied from 40% to 90%.

Boyd collected large numbers of essays on a topic from 11 year old school children. He selected from these 26 as representing to whole range of merit, and had them marked by nearly three hundred teachers. It was found that each essay received at least 6 or 7 possible grades of marks, for instance one of the scripts were marked as following :

| Remarks | No. of teachers |
|-----------|-----------------|
| Very good | 31 |
| Very good | 80 |
| good | 125 |
| good | 28 |
| Moderate | 4 |

61 teachers examined a set of papers on History and Geography consisting of 4 questions—Again after 11 weeks they reexamined them. The correlation between the two sets of marks varied from 25 to 50.

Therefore it is found that the chief defect of the essay type examination is its inadequate reliability. One of the causes of poor reliability is insufficient sampling of examiners' knowledge by the questions particularly set. The half-dozen questions are merely a sample of the questions needed to cover the whole field. Now statistical principles tell us that the greater the number of questions the better will the course be covered. The second cause is that the standards of marking by different examiners or by the same examiner become inconsistent on different occasions. The third cause is that opinions of different examiners differ regarding the relative merit of the answers of the examinees. Changes in the examiners' mental and physical states also affect the performances of the pupils.

So it is now claimed that the defects of the traditional type of written examination may be overcome by replacing it by the objective or new type test and that most of the educational products can be marked much more objectively and reliably. Instead of leaving to the markers' personal judgment the weights that would be given to the different elements involved in the answer, let the person who sets the questions analyse them beforehand and decide as to how many marks should be allotted to each element.

So instead of a few long broad questions as in the essay type examination we have a large number of brief questions in the New type one. The questions are so set that all markers cannot but agree as to the correctness or wrongness of the answer. Moreover the large number of questions cover the field of knowledge more comprehensively than the five and six questions as in essay type test.

But the new type test has also its criticisms. First the cost of printing or duplicating a new-type test is considerably greater than that of an essay type test. Secondly greater time and skill one needed for constructing it. Thirdly, the examiners may obtain correct answers by pure chance guessing. Fourthly that from the pedagogical point of view it is not sound to present false statements and wrong answers to the suggestible minds of the pupils. Fifthly the New type tests measure only the trivial aspects of the ability, that it does not test original thinking or ability to organise knowledge.

Although some of the criticisms may be met with yet we cannot but conclude that both types of examination have their advantages and limitations. So it may be expected that by combing them the effects of respective limitations may be cancelled.

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2. Desired response should be definite.
3. Question should be only for important items of knowledge.
4. Only important and crucial aspects of a statement should be omitted.
5. Spelling errors probably should not be penalised.
6. Positions for responses should ordinarily be at the ends of the sentences.
7. Completion paragraphs should be unified wholes—and should not obscure the meaning by containing too many blanks.

True-false type.

This generally consists of a set of statements approximately half of which are true and the rest false. The examinee has to indicate which is true and which is false.

For example :

Directions :—Mark each true statement with a plus sign and each false statement with a negative sign.

1. Akbar was a descendant of Timur
2. Akbar regent was Sher Shah
3. Akbar reserved the highest places in his Government for Mohammedans.
4. Akbar treated the rebelling Bairam kindly.

The following hints for construction of such items are given :

1. Double negative statements should be avoided.
2. Statements that are part true and part false should not be used.
3. Answers should be required in a highly objective form, instead of writing True, False, encircling of T or F or plus and minus sign may be used.
4. Approximately an equal no. of true and false statements should be used.
5. Random occurrence of true and false statements should be employed.

Multiple-Choice Type.

It is like true-false type but the number of alternative responses may vary from three to seven even.

For Example :

Directions

In the following statements four alternative endings to each sentence are given. Only one is right put a cross (x) before the one that is right.

1. Akbar abolished the Hindu Capitation tax primarily because
 - a) The revenue derived from it amounted to very little.
 - b) It made the Hindus in his realm more contented when they were not discriminated against by such a tax.
 - c) He thought of more effective ways of raising revenue.
 - d) He could not enforce its collection.

The following hints for construction of such items are given :

1. As much of the statement as possible should occur in the introductory portion.
2. Incorrect alternatives or confusions should be plausible.
3. Items should ordinarily have four or five alternative answers.
4. All items should ordinarily have the same number of alternative answers.
5. Answer should be required in a highly objective form.
6. Correct responses should be distributed with approximate equality among possible answer positions. For example in four response items the 1st, 2nd, 3rd and 4th alternatives should be correct for approximately the same number of items.
7. Random occurrence of correct responses should be employed.

The Matching Test

This type is popular where exact information is wanted. A number of questions and a number of responses are listed in different order and have to be fitted together.

I

Causes

1. Zero temperature
2. High latitudes
3. Lighting
4. Dry climate

II

Effects

- Hot days and cold nights
- Freezing over of rivers and lakes
- Thunder
- Cold climate

The following hints for construction are given

1. Only one correct matching for each item should be possible.
2. Matching sets should neither be too long nor too short.
3. Items should be listed in random order in each list.
4. A set of matching items should always be complete on one page.
5. Answers should be required in a highly objective form.

After assembling the test items of different types the examiner should make comprehensive instructions for each type of question so that even the dullest examinees can follow it. For each type a sample already answered can be given to help the examinees to understand what is wanted.

As regards marking, the correction for guessing is usually given by the formula

$$S = R - \frac{W}{N-1}$$

where S means score

R ,, Right answers

W ,, wrong ,,

N ,, No of possible answers

Vernon suggests a very simple form of marking : 'Award mark to each correct simple recall or completion response also to each correct response in a matching item. Give 1 mark to each true, false or two response multiple choice item and apply the R. W. correction. Give 1 Mark to each three response multiple choice answer, but neglect the correction for guessing, give 2 marks to each multiple choice item where four or more responses are provided.

* Some of the examples have been taken from 'Suggestions for the use of New-Type Tests in India' by E. W. Menzel.

Review

Draft Syllabus for Higher Secondary School

Issued By : The All India Council for Secondary Education on Behalf
of Ministry of Education, Government of India, New Delhi.

Kalyani Karlekar, M.A., B.T.

Price Re. 1/-

This is a volume of 193 pages every one of which deserves close attention and every section needs to be thoroughly reviewed by a specialist. I am giving just a general appraisal here leaving the work of details for other articles.

As the latest authoritative book on the subject it answers as well as raises many questions in the minds of people actively concerned with secondary education.

The advisability of centrally planned syllabuses for the whole of India may be questioned. Our country is young yet in its new found freedom and inexperienced in the ways of modern education. Central planning therefore may be needed to prevent wastage of effort. This is however not a bond of skill for it leaves ample choice and many gaps to be filled up according to local needs and tastes. Will scope be given for out of the line experimentation? One is tempted to ask. No answer, but it should suffice for the time being that the whole scheme is new and experimental in nature.

The syllabuses follow the recommendations of the 'S.E.C.' better known as the 'Mudaliar Committee.' Subjects to be taught have been divided into four main sections- A.B.C.D. Section A, comprises of languages, the medium of instruction and others. Section B, in the nature of a core, is the general part of education and consists of three compulsory subjects on which the foundation of education is laid. Section C is the craft group, necessary by itself for a balanced development of personality and aptitudes and very often connected with the other parts of the curriculum. Section D is the 'diversified' or 'multipurpose' part of the curriculum in which seven groups of subject are offered for specialised study. Each student has to choose three subjects from one of these groups.

In Section A there are seven groups of languages and two alternative schemes have been suggested which try to confine the number of languages to three or four.

FIRST PAPER :—The first scheme is as following :— one of the following (1) Mother Tongue (2) Regional language (3) Composite course of Mother tongue and Regional language (4) Composite course of Mother tongue and classical language or (5) Composite course of Regional language and classical language.

SECOND PAPER : Hindi or English

THIRD PAPER : Any modern Indian language other than those selected for the other two papers. In the alternative scheme the first paper is the same as in the first scheme. For the second paper, choice is given between English or another modern European language. For the third paper, (a) Hindi for pupils whose Mother tongue or Regional language is not Hindi. (b) Any other modern Indian language for pupils whose Mother tongue or Regional language is Hindi.

The alternative scheme seems to be fairer to non-Hindi-speaking pupils and therefore preferable and also nearer to the spirit of the Constitution of Free India.

Section B consists of three basic subjects, Social studies, General science and Mathematics. These three are compulsory for all for the whole period of the three years' Higher Secondary course.

Apart from the language group which provides the instrument of thought, expression and learning, this group is considered to be the most important as the group of general knowledge, a knowledge of the World and Society in which the individuals live. This group forms the general basis of the specialised learning offered in Section D and at the same time acts as a safeguard against too much specialisation which may make pupils lose sight of the wood on account of the trees.

Social studies is not 'a mere compendium of the separate subjects of history, geography civics etc, but is a' 'Compact whole whose object is to adjust the students to their social environment which includes Family, Community, the State and Nation--so that they may be able to understand how society has come to its present form and interpret intelligently the matrix of social forces and movements in the midst of which they are living. The integrated approach chosen for the purpose--'involves the ignoring of logical subject sequence and boundaries and synthesising of materials from different subjects and life areas into meaningful and functional units of study'. It has been aimed to give 'an intelligent understanding of life in free India and the World' and topics are chosen and arranged accordingly.

The subject is divided into two parts-A., living in communities and-B., problems of living in the Modern World.

General Science has the following sections-Our surroundings, Nature of Things, Energy and Work, Life, Human Machine its Needs and Care and Biographies of Eminent Scientists. It completes the pupils' knowledge of the world and society by giving a knowledge of life and things.

Mathematics is divided into five units Arithmetic, Statistics, Algebra, Geometry and Mensurations. It offers the medium of calculation and measurement of all things as language offers that of appreciation and expression.

Sections C, is 'Crafts'. Too much has been said about the value of craft in education to need repetition. Most of the crafts suggested here are moreover, related to some branch or other of specialised studies offered in Section D. The crafts suggested are :

- a] Hand spinning and Weaving
- b] Wood work.
- c] Metal work.
- d] Gardening
- e] Tailoring
- f] Sewing, Needle-work and Embroidery,
- g] Leather Work.
- h] Clay modelling and Papier mache.
- i] Workshop Practice
- j] Printing Technology.

Objective Tests in English

Ramola Lahiry M.A. M.A. (Edn.)

English is perhaps the language which lends itself most readily to the development of Objective Tests, and New-Type Tests in English have come in for a proportionate amount of adverse criticism. They are opposed on the grounds that a capacity to initiate and organise ideas cannot possibly be developed in children who are presented with brief, isolated sentences and works to deal with. Ballard has stated the problem with characteristic pungent humour : 'An English examination without an essay seems very much like the play of HAMLET without the Prince of Denmark. 'Yet, paradoxical as it may seem, an Objective Examination in English can be a fairly reliable degree, test all the special qualities of an essay.

W. S. Gray has trenchantly remarked, 'Reading is an indispensable means of familiarising adults with current events with significant social issues, with community and national problems...It is also essential in attaining vocational efficiency, in broadening one's range of information, and in seeking pleasure and profit during leisure hours. 'The necessity for a high level of reading ability on the part of students is understood when it is recognised that a majority of the facts those students are expected to master are obtained from books, or at least as a result of reading. A mere capacity to read is not sufficient either ; it is the understanding which must be developed. Deficiency in the ability to read and understand English is a potent cause of school failure, not alone in English but in practically all academic subjects. W. F. Book concludes that 'it is clear why many college students fail to do satisfactory work in their college courses. Some are so deficient in their ability to get points made by the authors they read and from whom they must get the facts to be learned that we have little reason to expect success from them until this deficiency has been successfully made up.'

Before a good Objective Test in English can be constructed for Indian students it is necessary for the tester to take into consideration the mistakes in grammar and idiom to which these pupils are particularly liable. English is a second language for the Indian child. As a result the same Objective Test which constitutes a mere reading test for the English child is, in addition, a language test for the Indian student. His capacity to understand a foreign language is being tested-his powers of comprehension and assimilation. The words of Ballard in this connection cannot be bettered : "The candidate is required to organize his ideas just as he has to organize them in writing an essay. The elements, however, instead of being selected by him are selected for him. What he is ostensibly asked to do is to arrange phrase and sentences : what he is really asked to do is to arrange the underlying thoughts'.

The modern literary tendency to use short sentences favours the use of the sentence-construction Test which requires the re-arrangement of separate phrases or clauses to form complete paragraphs. Binet constructed a test in which sentences broken up into a number

of periods have to be re-arranged coherently. For this type of construction test short sentences are preferable as long sentences become very involved and the sequence is often lost. The English Construction Test appended at the end of this chapter was drawn up by me on the principles laid down by Ballard in the 'New Examiner'. Paragraphs were chosen containing sentences which could be arranged in only one order to make sense. Thirty minutes were allotted to complete the test which was then scored on the basis suggested by Ballard. The total marks assigned were 50.

The Comprehension Test is relatively new and a highly promising development. It constitutes a larger unit than the typical test item, and the given passage can be news, fiction, science, anything. It determines the candidate's ability to interpret and evaluate printed material. The difference between 1) the essay, 2) the subjective, and 3) the Interpretive Comprehension Test is this :-

In test I the testee is asked—What can you tell about this?

In test II the testee is asked—What do you know about this?

In Test III the testee is asked—What are you able to find out from this material?

The Comprehension Test is well adapted to the evaluation of general levels of educational development for individuals having diverse backgrounds. If necessary the passage can be re-written to eliminate anything non-functional.

Using Ballard's sample Comprehension Test as a model, I constructed a test consisting of 100 questions. They comprised a variety of types among which Multiple Choice and Matching Test items figured prominently. As in Ballard's Test one hour was fixed as the time limit to answer the paper and one mark was given to each correct answer. The test was styled English Comprehension I and a supplementary test, English Comprehension II was added.

The second test was made up of an excerpt of average length from the story of the 'Merchant of Venice' as it occurs in Lamb's 'Tales From Shakespeare.' The particular passage selected was the Court Scene in which Portia delivers her classic judgment. A questionnaire of ten simple questions was compiled to test the examinees' comprehension of the salient points of the text as well as of certain words such as 'plaudits'. The instructions to the examinees were to read the passage over carefully and then to attempt the questionnaire. Absolutely no previous knowledge of the text was required. It was a pure test of comprehension and the object of its inclusion was to offset the universal complaint that the Objective Test in English neglects to test the candidate's ability to express himself in connected prose. The examinees were allowed thirty minutes to do the paper to which 50 marks were allotted, 5 for each question.

It is undeniable that in scoring this test the much deplored subjective element creeps in once again. But this only serves to emphasize the point that the ideal test is one which combines the best that both the Old and New Type Tests have to offer. Besides, according to the allotment of marks, 100+50+50, and the fact that the average is taken, only one quarter of the marking is affected by personal criterions. Subjectivity in marking the second comprehension paper can also be reduced to a minimum by careful instructions to the examiners to give credit only for conciseness of statement and correctness of thought. Since the questionnaire is based entirely on the extract itself, the entrance of extraneous or irrelevant matter should be penalised.

...The need for the greatest care in constructing these tests is illustrated perhaps by quoting two instances from the answers to the reading comprehension Test I myself composed. 'What are plaudits?' elicited the following amazing information from four students who had quite clearly failed to comprehend the sentence 'Plaudits resounded from every part of the Senate House.' A boy and a girl from North India asserted respectively that 'Plaudits are members of the Senate House,' and 'Plaudits are a kind of musical instrument used in old days for giving honour to high deed.' One student from the West was of the opinion that 'Plaudits are a kind of crackers, (loud ones) while a Southerner thought that they are 'professionals who go about giving to others!'

To the question, 'Why was the bond forfeited?' one bright spark replied: 'Because Antonio had no drop of blood to shed.' This from students on the eve of leaving school and going into the world!

In building a Reading Comprehension Test one can be too much concerned with the attempt to have certain items measure only the ability to note details. Others measure only the ability to organise ideas, or to infer the meanings of words from the context. The tendency is greatly to oversimplify the test situation. Great emphasis should be placed on the need for closer co-ordination or integration of instruction and on the desirability of giving students more occasion to use together the many skills and abilities which they have acquired in different school subjects and at different times. Tests that may be used to evaluate the extent to which instruction has been effectively integrated are as sorely needed as integration of content and methods of instruction itself. G. Leader has adapted a reading test intended for children of classes III and IV whose mother-tongue is English, for use in middle schools in India among pupils who learn English as a second language. The Northumberland Group Intelligence Tests in English for both Juniors and Seniors have been adapted for India by Thompson.

It is absolutely essential that English should continue to be taught in India if our country is not to lose its international voice altogether. If, in the future life of India, the mastery of English, the ability to express oneself in speaking and writing, is allowed to degenerate, the gateway to Western knowledge will be closed, specially for those who intend to take up scientific, technical or professional studies. Then there is the cultural side too, very ably expressed in the words of Wyatt and Thompson, 'In addition to linguistic difficulties literature presents the difficulty of a foreign background. On what may be called the artistic side, the approach should be through the mastery of ordinary, commonplace English ... To aim at literature is to miss the way to language. To aim at language is to pave the materials of which the foreign language is composed that he is thereby enabled to understand what he hears and read, and also to express himself correctly both by the oral and also to express himself correctly both by the oral and written medium.'

* ENGLISH (CONSTRUCTION) *

NAME :

AGE :

TIME : 30 min.

Each of the sentences or paragraphs in this test has been disarranged by moving words or groups of words from one place to another. Your task is to re-arrange them so as to make the best sense. Each group of words is preceded by a number, and the answer you

are required to give should consist of these numbers in their proper order. FOR EXAMPLE :- I, House is 2, a little foreign pet 3, a charming 4, the Persian cat 5, for the. As it stands this is nonsense : but if you read it in the order 32514 it makes good sense.

The answer therefore is 32514.

Re : arrange the following in the same way :

(1) 1, think that simple 2, beneath the dignity 3, some people 4, of poetry 5, everyday subjects are.

(2) 1, a wonderful place 2, fresh and new 3, on every side that are 4, the world is 5, and we find things.

(3) 1, who had become blind 2, before witnesses 3, she would give him 4, an old woman 5, a most handsome reward 6, called in a physician 7, and promised him 8, that if he would restore her sight.

(4) 1, Can fly from London to India in a day ; 2, but our very thoughts, 3, to-day a man 4, not only can you and I travel quicker 5, travel much faster than we can do ourselves 6, our voices and our messages.

(5) 1, Not all of whom we like 2, what is this mysterious instinct which draws us all together 3, peaceful life far from the madding crowd 4, and some of whom try their best to annoy, 5. which makes us prefer to rub shoulders from morning to night with a large number of people 6, rather than live a quiet 7, hurt or cheat us.

KEY TO ENGLISH CONSTRUCTION TEST

- 1) 3 1 5 2 4
- 2) 4 1 5 3 2
- 3) 4 1 6 7 2 8 3 5
- 4) 3 1 4 2 6 5
- 5) 2 5 1 4 7 6 3

ENGLISH (COMPREHENSION. 1)

NAME _____

AGE : _____

TIME : ONE HOUR

A

Choose from among the four words in brackets the word that means the opposite of the first word

ANSWER

SAMPLE : Dry (Cold, windy, wet, hard)

Wet

1. Profuse (Scanty, doubtful, good, rash)

2. Active (Futile, resultless, passive, drowsy)

3. Victory (Battle, defeat, renunciation, glory)

4. Construct (Destroy, erect, gild, make)

ANSWER

5. Release (Tolerate, reject, capture, throw) _____

6. Fall (Uplift, rise, drop, lie) _____

7. Sharp (Pointed, rusted, broken, blunt) _____

8. Death (Annihilation, sleep, life, escape) _____

9. Divide (Unite, close, screen, cover) _____

10. Antipathy (Hatred, sympathy, fear, anger) _____

B

When two words mean almost the same write S for same.

When two words mean almost the opposite write O for opposite

When you do not know which they are write NK for not known.

SAMPLE -

FAST

SLOW

ANSWER

11. Singular

Plural

0

12. Ruler

Subject

13. Evidence

Proof

14. Luxury

Squalor

15. Supplication

Entreaty

16. Agreement

Acquiescence

17. Apprehension

Fear

18. Indifferent

Interested

19. Imperturbable

Phlegmatic

20. Aggressive

Docile

C

From among the words or stops in brackets select the word or stop that makes the best sense.
The number of the question is put before the bracketed words.

SAMPLE : We went (into of for) a walk.

Alas (, : ?)

He wondered what (21) (have had has) happend. We (22) (are our) one (23) (are our hour) lated for tea.

No man likes to see (24) (their one's his) work spoilt.

Have you ever seen (25) (some so such) terrible mess (26) ?

(27) (Whom who that) did you see there ?

He is (28) (going gone) out.

(29) (Pauls Paul's) cat is lost.

Mr. Smith (30) (who whom what) I know to be clever is going to teach us.

It was (31) (me us I) who saw the thief.

The reason for (32) (me my) being late is (33) (That because as) I missed the train.

Was money (34) (that which all) he wanted (35) (? . :)

(36) (shall will may) she leave the room ?

(37) (Too two to) miles is (38) (too two to) far (39) (too two to) walk (40) (too two to) school. A dog (41) (is have) been run (42) (over on under) and (43) (is was) badly hurt.

I have (44) (seen scene) too wild (45) (ross rose) and have breathed (46) (out in of) its (47) (sent scent).

'Sir', (48) (replied said asked) Mr. Milestone, (49) (I we you) was much entertained (50) (last next past) summer with a tame bat (51) (which who what) would take flies (52) (out in from) of a person's hand (53) (if on for) you gave it (54) (anything nothing) to eat, it (55) (brought bought) its wings round (56) (before beyad) its mouth, hovee ring and hiding its (57) (feet wings head) in the manner (58) (on of that) birds of (59) (pray prey) when they feed.

ANSWER

for

!

ANSWER

(60) (all some) people (61) (say announce display) that it (62) (was is) a very (63) (good easy difficult) thing to get (64) (up down out) on a cold morning. You have (65) (not only barely) to make up your (66) (face mind trick) and the thing is (67) (made seen done). This may be very (68) (false true unwise) just as a (69) (man baby boy) at school has (70) (only definitely boastfully) to take a (71) (cake flogging basket) and the thing is over. But we have not all made (72) (over up on) our minds to (73) (rise fall dine) early of a (74) (Misty cold dark) morning, so it (75) (is was) not so (76) (hard easy comfortable) after all.

The Greeks (77) (slept lived composed) in the (78) (top midst bottom) of the most beautiful (79) (nature railways books) and were (80) (annoyed familiar sad) with blue (81) (egg-shells sea china) clear air, and level (82) (brows walls fields) This perfect (83) (familiarity contempt resourcefulness) rendered all such (84) (doings dislikes scenes) of natural beauty unexciting, if not (85) (delightful happy indifferent) to them by (86) (lulling arousing stupefying) and (87) (developing outwearing stilling) the imagination and the aesthetic (88) (law signs powers) of (89) (appreciation misunderstanding designing) of the (90) (furrows signposts beauties) of Nature.

Name by letter (A,B,C, etc. below) the sentences that best give the meaning of each of the following proverbs.

SAMPLE: Still waters run deep.

91. Procrastination is the thief of time.
92. To err is human, to forgive divine.
93. United we stand; divided we fall.
94. Necessity is the mother of invention.
95. Empty vessels make most sound.

D

ANSWER.

C

ANSWER

96. Fools rush in where angels fear to tread.
 97. The early bird catches the worm.
 98. All that glitters is not gold.
 99. Every cloud has a silver lining.
 100. Too many cooks spoil the broth.
 G. Activities once postponed are seldom tackled at all.
 J. It is easier to commit a fault than to forgive one.
 C. People who speak little think much.
 E. An undertaking is ruined by too much interference.
 F. Success is ensured by people working together.
 A. Those who are quick to seize an opportunity are the ones who meet with success.
 H. We are compelled to devise substitutes for things we do not possess.
 I. All misfortune is followed by something pleasant.
 B. Unwise people attempt what cautious people avoid.
 K. Those who know least have the most to say on a subject.

Key to English Comprehension I

- | | | |
|--------------|-----------|------------|
| 1. Scanty | 15. S | 29. Paul's |
| 2. Passive | 16. S | 30. Whom |
| 3. Defeat | 17. S | 31. I |
| 4. Destroy | 18. O | 32. My |
| 5. Capture | 19. S | 33. That |
| 6. Rise | 20. O | 34. All |
| 7. Blunt | 21. Had | 35. ? |
| 8. Life | 22. Are | 36. May |
| 9. Unite | 23. Hour | 37. Two |
| 10. Sympathy | 24. His | 38. Too |
| 11. O | 25. Such | 39. To |
| 12. O | 26. ! | 40. To |
| 13. S | 27. Whom | 41. Has |
| 14. O | 28. Going | 42. Over |

| | | |
|--------------|--------------|------------------|
| 43. Is | 62. Is | 81. Sea |
| 44. Seen | 63. Easy | 82. Fields |
| 45. Rose | 64. Only | 83. Familiarity |
| 46. In | 65. Only | 84. Scenes |
| 47. Scent | 66. Up | 85. Indifferent |
| 48. Said | 67. Done | 86. Lulling |
| 49. I | 68. True | 87. Outwearing |
| 50. Last | 69. Boy | 88. Powers |
| 51. Which | 70. Only | 89. Appreciation |
| 52. Out | 71. Flogging | 90. Beauties |
| 53. If | 72. Up | 91. G |
| 54. Anything | 73. Rise | 92. J |
| 55. Brought | 74. Cold | 93. F |
| 56. Before | 75. Is | 94. H |
| 57. Head | 76. Easy | 95. K |
| 58. Of | 77. Lived | 96. B |
| 59. Prey | 78. Midst | 97. A |
| 60. Some | 79. Nature | 98. D |
| 61. Say | 80. Familiar | 99. I |
| | | 100. E |

English Comprehension. II

Name :

Age :

Time : 30 mins.

Read the following passage and then attempt the questions.

Now began the important trial. Portia looked around her, and she saw the merciless Jew; and she saw Bassanio, but he did not know her in her disguise. He was standing beside Antonio in an agony of distress and fear for his friend.

First of all she addressed herself to Shylock; and allowing that he had a right by the Venetian law to have the forfeit expressed in the bond, she spoke so sweetly of the noble quality of MERCY, as would have softened any heart but the unfeeling Shylock's; saying that it dropped as the gentle rain from Heaven upon the place beneath, and how mercy was a double blessing—it blessed him that gave and him that received it; and how it became monarchs better than their crowns, being an attribute of God Himself, and that earthly power came nearest to God's in proportion as mercy tempered justice; and she bid Shylock remember that as we all pray for mercy, that same prayer should teach us to show mercy. Shylock only answered her by desiring to have the penalty forfeited in the bond. 'Is he not able to pay the money?' asked Portia. Bassanio then offered the Jew the three thousand ducats over as many times as he should desire; which Shylock refusing, and still insisting upon

having a pound of Antonio's flesh, Bassanio begged the learned young counsellor would endeavour to wrest the law a little, to save Antonio's life. But Portia gravely answered that laws once established must never be altered. Shylock, believing her to be pleading in his favour, exclaimed, 'A Daniel is come to judgment.' O wise young judge, how I do honour you.' Portia now desired Shylock to let her look at the bond, and when she had read it she said, 'This bond is forfeited and by this the Jew may lawfully claim a pound of flesh, to be cut off by him nearest Antonio's heart'. Then she pleaded in vain with Shylock to be merciful. While Shylock eagerly sharpened a long knife to cut off the flesh, Portia asked if the scales were ready to weigh the flesh, and said to the Jew, 'Shylock, you must have some surgeon by, lest he bleed to death.' Shylock, whose whole intent was that Antonio should bleed to death, said, 'It is not named in the bond.' Portia replied, 'What of that? It were good you did so much for charity.' To this all the answer Shylock would make was, 'I cannot find it. It is not in the bond.' Then, said Portia, 'A pound of Antonio's flesh is thine. The law allows it, and the Court awards it.' Eagerly Shylock said to Antonio, 'Come prepare.' 'Tarry a little Jew,' said Portia, there is something else. This bond here gives you no drop of blood the words expressly are, 'a pound of flesh,' If in the cutting you shed one drop of Christian blood, your land and goods are to be confiscated by the law to the state of Venice.' Now this was utterly impossible, and all admired the wonderful sagacity of the young counsellor, who had so happily thought of this expedient. Plaudits resounded from every part of the senate-house, and Gratiano exclaimed, in the words which Shylock had used, 'O wise and upright judge, Mark, Jew, a Daniel came to judgement.'

QUESTIONNAIRE.

1. What was the outstanding trait in Shylock's character?
2. Why does Portia call the quality of mercy 'noble'?
3. Would Portia have been justified in 'wresting the law a little'?
4. What is meant by 'A Daniel is come to judgment'?
5. Why was the bond forfeited?
6. Why did Shylock refuse to have a surgeon by when he cut Antonio's flesh?
7. How did Portia show 'wonderful sagacity'?
8. What are plaudits?
9. What was the significance of Gratiano's remark?
10. Do you think that Shylock deserved to lose his bond?

OBJECTIVE TESTS

ENGLISH

CLASS VI

.Questionnaire I

Read through the following instructions and then attempt to answer questions. Guessing will minimise your score some of the following items are true and some are false. Read through them and in the right hand margin put T if you think it to be true and put F if you think it to be false,

1. Mahatma Gandhi is the Father of the nation.
2. Gautama Buddha left his home to seek wealth.
3. Hercules killed a big lion with his arrow.
4. The Mahomedans came to India before the Europeans.

These are a few of the Objective Tests prepared by our trainee. Sm. Palash Biswas, B.A.B.T. of Kumudini Kanya, Vidyamandir, Comments are invited.

Learning to speak English

J. R. Taylor, M. A. (Aberdeen)

Many factors enter into the developing of our pupils' power to speak well. While considering particularly the special sounds and rhythms and tones which go to make up English speech, it is well to remember the linguistic and psychological side too. Obviously if we want the children in our class to be prompt in reaction and ready in speech we must see that they are thoroughly familiar with the basic material of the language. The essential speech patterns must be firmly established by imitation and repetition. We must train them to say what they mean and say it simply. These things make for confidence. And the children must be happy about speaking. The nervous unsure child with his tense muscles and frightened breathing will not speak as well as the happy confident one who is enjoying himself. The very quality of pronunciation suffers where there is constraint of muscle or breath. Our language class should be cheerful and unconstrained, a place where mistakes are corrected accurately but without labouring them too much, and where indistinct mumbling is banned from the outset.

The natural means employed in learning to speak are listening and imitation and it follows that for good results the teacher's pronunciation must be good and the children must be able to hear and imitate. Their imitation, however, will tend to be influenced by the sounds of their own language and therefore it is necessary for the teacher to know something of the sounds and pattern of speech both in the mother tongue of the children and in English.

Learning to produce individual speech sounds correctly is part of learning to speak well, but it is only part. When we hear English spoken we do not hear a succession of separate sounds like the rattle of a machine gun or a typewriter. We hear a composite pattern in which syllables are blurred and words get fused together and we hear the rise and fall of the voice. All these things, sounds, length, stress, rhyme and intonation go together to make up the pattern of English speech.

Much investigation has been done on the sounds of English and there are many good books available for their study. P. A. D. MacCarthy's 'English Pronunciation' is good, and at a reasonable price, and a standard book for reference is Daniel Jones' 'Outline of English Phonetics'. Some knowledge, however elementary, of how sounds are produced is necessary. The teacher should be particularly aware of the sounds, both vowel and consonant, which are commonly carried over from the mother tongue into English, for example, the substitution of the 'murdhanya' 't' and 'd' for the alveolar 't' and 'd' of English, or the close vowels for the more open English ones. What mistakes, for example, are likely to occur in pronouncing the words 'ever', 'today', 'thin', 'bus'? Every teacher should know how to correct glaring mistakes. It is a good plan to have a set of phrases compiled for practice of any sound which is commonly mispronounced. For example, for the vowel sound 'e' which is frequently not made open enough, you could have a series like 'get ready', 'many friends', 'every Wednesday', 'better and better', 'plenty eggs' and so on.

Another thing to which the English teacher's ear needs to be sensitive is the relative length of sounds, particularly of vowel sounds. The shorter vowel sound or diphthong before

a voiceless consonant and the longer sound before a voiced consonant is a rule which is constantly being broken. The diphthong 'ai', for example, in the word 'right' is often given the same value as in 'ride', instead of being shorter. Pairs of words can be usefully prepared for practising this distinction, such as. 'seat, seed'; 'back, bag'; 'safe, save'; 'rope, robe'; and so on. Practice is also often needed in making the final diphthong in words like 'no' or 'day' long enough.

Getting the individual speech sounds right is, however, only part of the process of learning to speak well. Much more important for intelligibility is getting the stress, rhythm and intonation right. These expressive qualities are the outstanding characteristics of English speech. "In English it is not the words that convey the meaning; it is how we say them.

English speech is characterised by strong stresses. In any sentence there are certain syllables which are spoken with force and others which have no force at all. Contrast this with Indian languages which tend to stress all syllables approximately equally. The common mistake is carrying over this even distribution of stress into English and giving unstressed words too much stress. Avoid the 'typewriter' pattern of sound when speaking English. In the sentence "I think it will be better tomorrow.", there are ten syllables but only three of them are stressed, 'think', 'be' (the first syllable of 'better'), and 'no' (the middle syllable of 'tomorrow'). The others are unstressed. In order to get the stress on the right syllables it is necessary to know the relative importance of words in a sentence. In the above sentence, 'think', 'better' and 'tomorrow' are the important words. If you get them you get the meaning of the sentence. Nouns, Verbs, adjectives and adverbs are important words. The others merely join them. Prepositions, conjunctions, auxiliary verbs and some pronouns come into this unstressed category. This can be represented in writing, if wanted, by using capital letters. The above sentence would be written "i THINK it will be BETTER TOMORROW".

The rhythm or beat of these stressed syllables tends to be regular and the unstressed ones have to be fitted in between them. This is done by modifying the sound values of the unstressed syllables and contracting certain words. A good device for helping the pupils to get this regularity of rhythm is to tap on the desk with a regular beat for the strong stresses, or to walk along while speaking, co-ordinating the strong stress and the footfall.

Intonation, the rise and fall of the voice, is the peculiarly personal quality of speech, the quality that conveys all the shades of feeling and attitude, the real meaning of what the speaker is saying. There is a whole world of variety within the changes that can take place in this quality of speech, raising or lowering the pitch, altering the force of the voice, changing its tone, pausing slightly. It is very difficult to classify all these subtle variations but there are certain broad principles upon which the English teacher can base his teaching. Intonation is closely connected with stress, for it is on the strongly stressed syllables that the voice changes its direction. Broadly speaking, you get two or three main types of tune; a) the falling tone, where the voice falls at the end of the sentence, the decided final tone used for definite statements, orders and question-word questions; b) the rising tone, which ends on a high note and leaves a sense of incompleteness, the questioning tone, the tone used where there is doubt or some unfinished thought, c) the falling rising tone

which begins with a fall like a) but rises again slightly at the end, the tone used for suggestion or used when there is an afterthought tagged on at the end, e.g. "I'll bring it when I come, if it's there." These are only some of the tunes and there are many other patterns of intonation.

The teacher would do well to get a book like W. Stannard Allen's "Living English Speech" which provides excellent material for practising stress and intonation patterns. The quality of stress and rhythm, moving smoothly from one stress to another, tucking the unstressed syllables neatly in between, and the attendant melody of intonation are the most important factors in developing a good English account.

Good habits should be established from the very beginning and it is good to have the best teacher in the class where the language is begun.

R. ✓ Reading English

Banee Sarkar, M.A., M.A., (Edn. Lond).

The skills aimed at in the teaching of English are speaking, understanding, reading and writing English. These skills will only develop if based on a simple, controlled and graded vocabulary, the teaching of basic sentence structures, drilling in the structures until they have become fixed. Hence sufficient emphasis must be placed on Oral English if a firm foundation for other aspects of teaching English is aimed at.

The aims of teaching the reading of English are :

(a) To give the pupil the ability to understand what he is reading so that he will be able to extract thoughts, ideas, facts and information from the printed page and add to his knowledge—this is the utilitarian value of reading English.

(b) To inculcate in the pupil a love of the language and its literature so that reading for pleasure, for enjoyment, for the literary value, will become a life-long habit and give much joy and comfort—this is the recreational value of reading English.

(c) To help, through wide reading, the development of personality—this is the educational value of reading English.

When we talk of reading, reading of two kinds is thought of, reading aloud and silent reading. These are two separate skills requiring different techniques. Reading aloud is not much required by all, or to the same degree, but independent silent reading with understanding is one of the fundamental skills aimed at in English teaching. But whatever the kind of reading, the first thing to do is to focus attention on the main aspect. The accent should not be on mere mechanical reading, the making of the correct noises, but on the meaning, the sense. Words are not just words, but symbols, the outer covering for a conception, for ideas. To get at the meaning should be the primary aim of a reading lesson. Richness of expression is added if words are read with a view to proper expression of meaning, so as to make the sense clear, and this contributes to oral work and speech training.

If we want the best work, an unseen passage cannot be read straight off and well by a class. The teacher should read it first, let the pupils glance through it silently and ask questions to test comprehension. There should be imaginative interpretation of the passage by visualising the scene.

✓ **Reading Aloud** is a skill requiring special methods and a special technique. Difficulties lie in understanding, pronunciation and expression. Arguments against teaching loud reading may be given. It may be said that it is not really an efficient way of teaching a language. Most people do not require much proficiency in reading aloud, but at the same time it is given undue prominence in the school course. Individual reading aloud is stressed too much. Children do not hear the correct reading of good English, or language at its best. They are conditioned to accept second rate English. Further, it retards the pace of those who are going to improve in real reading and not just in producing oral sounds efficiently. Good students should be pushed up as fast as possible, while helping poor ones forward.

But arguments in favour of teaching loud reading may also be given. It can justly be said that by speaking and hearing, by sound, language makes a more forcible impact on the learners. Choral reading should be given more attention. Loud reading also acts as some check on superficial reading and perhaps give some help to silent reading. It should not be treated as a main language activity, but as an auxilliary language exercise. Well used, it is a technique that gives much pleasure to those who read and those who hear. But its misuse produces mere parrot-reading, an accompaniment to rote learning.

In taking loud reading, the teacher may first tell the story orally, or discuss the subject matter of the piece to be read. The whole passage or part of it may then be read by the teacher. The class should read the piece silently. Questions should be asked to test comprehension, and then there may be some reading aloud. There may be choral reading before individual work is attempted. Small groups may read portions together. The teacher should have a high standard and expect a high standard from the pupils, provided the target is attainable.

Silent Reading involves more than just reading with skill. The pupil must achieve a standard where he reads with judgement and real understanding. Silent reading may be with different purposes. In reading to acquire information, just the gist of a passage may be necessary, or detailed information, or the quick location of some particular item of information. Reading may be for pleasure, for usefulness, for educative value. Exclusive oral reading helps but does not automatically result in good silent reading. Systematic training should be given for silent reading separately.

In taking silent reading, the pupils should first be told to read silently through the passage and the teacher should clear up difficulties of words and ask the pupils to say the piece in their own words. Recapitulatory questions should be asked as to what has gone before or else an exercise in the imagination given if facts are not known. The pupils may be asked to make up questions and to jot them down on a bit of paper while reading. They may then ask the class these questions. This is a more psychological approach than if the teacher asked questions all the time, and will induce the pupils to read more closely. Silent reading should bring an increase in vocabulary by meeting familiar words in new contexts and by meeting new words. Mere verbal facility should be guarded against.

The reading lesson aims at training the pupil :

(a) to use new words and language forms occurring in the passage read by explanation of words and language forms, and by their use in different contexts. Explanations should not be laboured explanations in the mother-tongue are preferable to laboured explanations in English that are not understood. Oral composition at the end of the lesson should utilise the new words and language forms learnt. Answers to questions should also use the new language elements;

(b) to understand the sense of the passage and to get the gist of it, to be able to answer detailed questions on it, to be able to retell it in the pupils' own words. Two types of questioning are needed—one type that gets at the sense of the passage as a whole and leads to the recapitulatory work at the end, and another type to show detailed comprehension of the passage. The first should come before the second ;

(c) to read aloud well, with expression, good pronunciation, understanding and appreciation. Posture, distinctness of utterance, significance of meaning, should be paid attention to. While expecting a high standard, the teacher should appreciate the difficulties involved. It is a foreign language, there is not much opportunity for hearing it spoken, it involves special abilities of tongue and ear and imagination. There should first be model reading by the teacher. Pupils may read at the beginning only if the passage is familiar or not difficult.

The function of the teacher in teaching silent reading is the minimum of teaching and proper testing. Before reading, an interest in the book, may be created by discussing it in outline, the setting of the book, geographical and historical, characters, purpose and so on. Before questions may be set, and pupils will be asked to find out answers to them in the course of their reading. Questions should be such as to ensure thoughtful, intelligent, purposeful reading and should deal with important, not minor points. After reading, the pupils may be asked to tell the story or parts of it, the teacher may set objective tests on the book to test comprehension as well as language, short essay type questions may be set, the pupils' opinion of the book, characters, incidents best liked or not liked may be asked, and oral question similar to the before-questions may be put.*

* Summarised from lectures given to the trainees of the Methods of Teaching English group.

Home Science Extension Programme in West Bengal

By

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The purpose of this article is to give an impression to the readers about the Home Science Extension Programme in India particularly in West Bengal.

The subject Home Science has recently received some recognition from responsible quarters. There are very few Home Science Colleges in India and very few Home Science Graduates have been turned out from those Colleges.

In West Bengal, the term 'Home Science' is not in use. We are acquainted with the term 'Domestic Science and Hygiene' which means the same. The subject has been introduced in the Schools and there is only one Institute in Calcutta the V. L. Mitter Domestic Science Training College which has the one year diploma course.

Generally the Diploma holders from this Institute find their jobs in schools as the teachers in Domestic Science and Hygiene. Thus the sphere of the subject is very much limited. That is to say that the scientific knowledge of the subject could not here make much headway in many Indian Homes. The purview of the discussion is not the 'whys' and 'Hows' of the statement but the attempt made at government level to reach the scientific knowledge in Home Science to the remote village women that they may make their homes a better place to live in.

After independence, the Government has taken up the great task of building the nation. Gandhiji, the father of the Nation throughout his life impressed upon the nation—'India lives in villages, go back to the village.

The nation paid its greatest tribute to the father of the nation by opening up 54 Community Development Projects all over the country on the 2nd October, 1952. The aim of the Community Development Programme was the intensive development of the villages within each community development project.

West Bengal had 8 such Community Development Projects inaugurated on the 2nd October, 1952 the birthday of Mahatma Gandhi in the Districts of Burdwan, Birbhum, 24-Parganas and Nadia. Three new blocks were subsequently opened in Cooch-behar, Habra and Sonamukhi.

In the Community Development Project the lowest unit is the village and the person posted in that level is the multipurpose village level worker. He is trained for six months in the Extension Training Centres. Each state has one or more than one of these Extension Training Centres. In West Bengal we have at present 4 such Centres. One at Burdwan, two at Fulia and one at Chinsurah. The village level workers get their training in Agriculture, Animal Husbandry, Public Health, Social Education, Rural Economics and Co-operation and Extension.

The village level workers or the Gramsevak learn how to mix with the villagers and help them to realise their own problems and come forward to solve those problems. The village level workers make scientific knowledge available to the villagers to make them economically efficient and also help them to lead a better organised social life. They are helped by specialists in different fields at the project level. They are to help the village level workers wherever they need their help.

It is an All India pattern. But West Bengal made a deviation from that. It was felt that some women workers should also be recruited to work side by side with the Gramsevak in the villages. Unless both the men and the women come to realise their respective roles and responsibilities, society cannot be built properly. So the message of community development should be reached to both the rural men and women. And it is the West Bengal government which pioneer in that. Along with men workers both women workers were being trained so long in the 3 Extension Training Centres.

After completing the training they were posted as the Gramsevikas to work in the villages. The principles of training of both Gramsevak and the Gramsevikas were the same. But the women trainees, considering that their work programme will be mainly with the village women were given some training on Food and Nutrition, Maternity Childcare, Home Nursing, Crafts, Public health, Kitchen Gardening, Poultry, Social education and Extension.

It was felt by all the State Development Commissioners and those working in the Community Development Programme that this programme cannot be a success unless the village women become conscious of their role. So there was a sporadic demand for recruiting women workers to carry the education programme to the rural women folk to make them conscious of the objectives of the Community Development Programme.

Thus the importance of recruiting gramsevikas was getting recognition and in the year 1954 it took a concrete shape.

Government decided to open one or two Home Science Extension Training Wings as the case may demand attached to the Extension Training Centres for men in each state of India. Two such wings have been sanctioned for West Bengal-one attached to the Extension Training Centre at Fulia and the other the Extension Training Centre at Burdwan.

Each such Wing will train up 20 girls each year who will work as gramsevikas in the Community Development Blocks or in the National Extension Service Blocks.

In a previous article by our friend Miss Patsy Graves on what is Home Science the meaning of the subject has been explained.

So, now I endeavour to tell you about the work and the programme of the Home Science Training scheme.

One of the two Home Science Wings sanctioned for West Bengal was opened on 11.8.55 at the Extension Training Centre No. 2 at Fulia, District Nadia with 18 trainees.

The trainees were selected by a State Selection Board.

Home Science Extension is a programme of education. It is to carry the scientific knowledge in Home Science to the village homes that each home may become a better place to live in. Home is the basic Unit of the society. A home maker is responsible for the total development of her home. By making her home better she helps in the development of the Community and thereby she has an influence over the nation building programme.

The Community Development programme cannot be successful unless the women are aware of its objectives. So the Home Science Extension programme aims at bringing that awareness among the village women and to make them conscious about their role and responsibilities in the nation building programme.

Many changes have occurred in our life due to the influences of economic, political and social forces. New skill knowledge and attitudes are necessary for adjusting with the changing conditions. And those can be imparted through a well organised education programme. Home Science Extension programme gives that knowledge to the home makers that helps her to understand the situation, helps her to get skills to improve the quality of her work and bring in her right attitudes which will help the home maker to adjust with the changing conditions.

Previously, the women trainees used to have six months' training along with the men trainees. Now they are given one year training in Home Science. Subjects taught are Food and Nutrition, Maternity and Childcare, Home Crafts, Rural Housing and Public Health, Home Management, Rural Economics and Co-operation, Kitchen gardening and Poultry keeping, Extension and Social education. Training in those subjects is made practical as far as possible. Twelve villages have been selected where the trainees practise their work. Villages are their laboratories.

Much emphasis is given during the training on methods of work. How to teach the women about the improvements in their different fields of work. How to extend that knowledge acceptable to them and to make them accept the changes.

So, the gramsevikas should be first well acquainted with the village customs, village culture. They should also understand the need of the people. Those will determine where they should start in building their programme.

Extension is an education but it is different from the formal education. Here the education programme is based on the problems and the needs of the people and Extension uses many methods for carrying the programme successfully.

Home visits, group meetings, group discussions and demonstrations are the methods for carrying the scientific knowledge to the village homes. The trainees learn the use of different visual aids like filmstrips, slides, flashcards, flannelgraphs, puppet shows etc., for making their teaching effective.

All these they learn and practise in the Training Centre and in the villages where they work.

The gramsevikas after the completion of their training will be posted in the villages. By their own examples, the gramsevikas will help to create a desire in the village women to live a better life.

They will demonstrate to the village women the simple improvements that they can make within the available resources.

The experience of the work of our gramsevikas in community development projects is very encouraging. But it was long felt by them that their training should be more intensive in order to carry their work programme upto the mark.

It is hoped that the Home Science Training Centres will cater to this long felt demand. The Home Science Training Wing at the Extension Training Centre at Burdwan has undertaken the task of giving a refresher course to the gramsevikas already in employment in batches of twenty each year.

But no one should have the impression that the methods of training in these Training Centres are final. They are flexible. They will change according to the demands and the needs in the field.

The most interesting and the important aspect of our syllabus is that it is problem centred. It must take into account the actual problems existing in the fields and the teaching should be so devised that it will show the way and means how those problems can be tackled and solved.

New Teaching for a New age—A.H.T. Glover.

If there is to be new teaching in the new age, the teacher must have the flexibility of mind to realize that the educational ideas of the future cannot be fashioned in the mould of the past. The new age is here, for good or ill, and calls for nothing less than a revolution in the teacher's conception of his place and function in society.

Section D, the multipurpose or specialisation section, has seven groups - Humanities, Sciences, Technical, Commerce, Agriculture, Fine Arts and Home Science. Each Group offers several subjects out of which the pupil is to choose three-all from the same group.

The subjects in the groups are as following :

Group I. Humanities.

- a] Classical language either sanskrit or Abrabic and Persian.
- b] History.
- c] Geography.
- d] Elements of Economics and Civics.
- e] Elements of Psychology and Logic.
- f] Mathematics.
- g] Elements of Home Science.
- h] Music Instrumental
- i] Music-Vocal (Hindusthani and Karnatika)

Group 2. Sciences.

- a] Physics.
- b] Chemistry.
- c] Biology.
- d] Geography.
- e] Mathematics.
- f] Elements of Physiology and Hygiene (not with Biology.)
- g] Elements of Home Science.

Group 3. Technical.

In this group there are two compulsory subjects with three alternatives for the third, eg,

- a] Applied Mathematics and Science.
- b] Geometrical and Mechanical Drawing.
- c] One of the following :
 - 1] Mechanical and Electrical Engineering.
 - 2] Elements of Building Construction.
 - 3] Radio Engineering.

Group 4. Commerce

This also has two compulsory subjects with option in the third :

- a] Elements of Commerce.
- b] Commercial Geography with Economics and Civics.
- c] One of the following
 - 1) Book Keeping.
 - 2) Shorthand and typewriting.

Group 5. Agriculture.

Group 6. Fine Arts.

This again has one compulsory paper with option for the third and fourth.

- a] Appreciation of Art.
- b] and c] Any two of the following.

- 1] Drawing and painting.
- 2] Modelling and sculpture.
- 3] Music Instrumental
- 4] „ Vocal.
- 5] Dancing.

Group 7. Home Science.

This is a composite subject, a group of three. The three subjects are :

- a] Household management, human relationship, textile, clothing and laundry.
- b] Food, Nutrition and Cookery.
- c] Home nursing, child development and Mother craft.

In each paper marks will be distributed 50% each between theoretical and practical work.

Syllabuses for all the subjects enlisted above have not been given in the book. It is understood that the ones that have been omitted will be published later.

Even the general outline of the new scheme, however, gives rise to various questions. Minor details are adjustable according to local needs and conditions, but are the general principles valid? It can be asked whether the proposed syllabuses have been able to set a standard high enough to replace the Intermediate Examinations, whether the prescribed higher courses of studies will overcrowd the time table and overburden the pupils, whether, in the context of the background of our country, it will be possible to upgrade and diversify the teaching in the average high schools or whether this new education will be suitable for women. Many more questions can be asked, but I have selected these four for discussion in the present review.

Firstly, can the Higher Secondary Course be of the same standard as the present Intermediate Courses? Let us try to find the reply by asking another question. What do the general lot of boys and girls do after passing the Intermediate Examinations?

Some go in for higher studies for degree courses in Arts, Science, Medicine, Engineering etc., and others try to enter some service on the strength of what they have learnt. A glance at the syllabuses will show that 'Section D' will enable pupils to take up all B.A. & B. Sc. subjects (including philosophy and psychology) and also, higher courses on commercial, technical engineering, medical or agriculture courses. The distinct vocational bias in this section, on the other hand, will provide better equipment for those who would earn their living immediately after leaving school as the majority are expected to do.

One point of doubt arises here. Will one paper be enough to do justice to each subject upto the Intermediate standard? Counting one paper for each subject the total number papers for the new school Final Examination will be nine, one less than in the present Intermediate Examinations without the 'fourth subject'. If two papers are allotted for each of the group D subjects, then the total number of papers will be thirteen, one more than in the present Intermediate Examinations with 'fourth subject'.

As a via media, it may be suggested that the papers for the school Final Examination be fixed at nine and internal work of the whole course be taken into account for the purpose of keeping up the standard without making the final examination too burdensome. Our examination-oriented mentality, however, will have to be shaken off before this suggestion finds general acceptance.

The next question to ask is whether it will be practically possible for the upgraded schools to achieve the required standard of instruction.

To answer this the problems of the availability of suitable teaching personnel, of space for schools to be upgraded and diversified in and of funds and equipment will have to be faced. In the present condition of our country these problems cannot be solved from today to to-morrow. The solution of these will be essentially gradual depending on the development of our country as a whole.

I shall, therefore, take up only the question of the intrinsic achievability of the proposed syllabuses. If the syllabuses for the present School Final Examinations are too stiff and overcrowded, the Higher Secondary Course will, then, be well nigh beyond reach. In this however, what we come up against is the defect not of the syllabuses, but of the approach to them. Rote puts a limit to learning, but if instruction is practical, integrated, based on interest, life experience and reality, there is almost no end to what an average boy or girl is able to achieve and absorb. The new syllabuses seem to be suitable for that sort of treatment. The broad core of general knowledge in section B can be covered almost exclusively through projects, practical and intellectual. Then the specialised studies of section D being naturally and realistically based on Section B will not involve more formal learning than the average pupil can absorb. The syllabuses, moreover, have been drawn up with a much higher degree of practical work than before which will make the special learning easier and interesting. If properly handled, the High Secondary Syllabus should relieve both pupil and teacher.

The syllabus may be within the grasp of the average school pupil, but will it be within the power of the average school to become a multipurpose, secondary one? If not, will a large number of schools stand the danger of being 'downgraded'? These are the question we ask next. 'Down grading will not be such a disaster as has been suggested in some quarters. Socially speaking, there should be no harm in the downgrading of such schools as may not be fit to be upgraded. We may sympathise with those who may be adversely affected by the process of selection, but the subject of charity has to be carefully chosen. Should we, knowing that the present system of secondary education is thoroughly unsuitable to serve the life needs of the pupils, consider the problem of 'downgrading' a greater one than that of the frustration and suffering of thousands of young people? If not, some sacrifices will have to be accepted somewhere for the general good of the country.

However, the Last Tramp has not yet been sounded. There will be a considerable period of transition giving time to all those who can improve. Then, there is so much in common between the different groups that it will not be extremely difficult for the average good institution, with judicious selection of subjects, not only to upgrade itself but also to have one or two extra 'Purposes' from section D.

Some examples can be given, ie, taking group B (Social Studies, General Science and Mathematics) as the, core group, Groups I and II (Humanities and Science) can be easily woven around them with some additional staff and space. Only 'classical Language' of the Humanities group, would find, no basis here, but it will have its base directly in the language group, for the student who would like to take up a classical language in group I, will choose, for section A, a composite paper with classical language.

Groups I and II have three common subjects between them, viz Mathematics, Geography and Home Science. A school upgrading itself along academic lines with groups I

and II should be able to utilise this to advantage. If this school takes up another group,—Fine Arts, the music papers will be common with those of the 'Humanities' group. This also should not be too difficult to start because almost all girls schools have arrangements for teaching music art and handwork.

If this school is more ambitious, it may diversify its courses further. Home Science should be a very popular group for girls schools and a very convenient group to include because there is much in common between this and Home Science in groups 1 and 2 and physiology and biology in group 2.

Girls schools are not expected to take 'Agriculture' or 'Technical' groups but the 'Commerce' group may be popular with some. This group involving costlier equipment, an average-standard school will not be able to afford it. Neither will it be necessary for a school to open all possible branches in order to diversify its instruction. One group in addition to the Science and Humanities groups should be considered enough in most cases. On the other hand, it should be open for new schools to upgrade and diversify with groups chosen from among 3 to 7 without the first and second academic groups.

The last point I should like to touch is whether this new education will be suitable for women. The answer should be in the affirmative. The quiet home bird will be entitled to choose the Home Science Section as a complete education for her life while the more forward women will be able to achieve balance between their two worlds by choosing the Humanities or Science group with Home Science as one of the subjects. The career-woman, on the other hand, can cut out her path in Commerce or Fine Arts group without losing her feminine qualities.

In the above paragraphs I have contended, I hope, with some success, that the richer curriculum in the new scheme of secondary education is possible of attainment with modern methods of teaching, that it should not be too difficult to convert an average good standard secondary school into an upgraded, multipurpose school within a reasonable period of time and that it will not be a great disaster if it is not possible to change all the schools in this country according to the new requirements.

I have also tried to show in a general way that the standard of the proposed Higher Secondary Syllabus should be good enough for those who will take up different professions immediately after school as well as those who will take further education in academic or professional and vocational institutions.

"There is the problem of waste, of misdirected effort of a training that fits a boy for college and almost unites him for everything else, that takes boys away from the normal and natural occupations of the country and leaves them hopeless and helpless at the end. The first question that the educationalist must ask is what should and does it all lead to? And this is the question which, in Bengal, is constantly shirked or to which, at any rate, no answer has yet been found. The existing system refuses to recognise that it has had its day and must cease to be at any rate, as a general system for the whole province, there must be changes or alternatives."

Suggestions For A Six Year Course Of Studies In English

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A study of the general principles and outlines of a six years course in English shows that there is appreciation of changed conceptions of language teaching, specially the teaching of a modern foreign language. The teaching of English is perhaps the most vexed of all the questions of Secondary school teaching.

In spite of all the talk about the importance of the Indian vernaculars, English no doubt still holds a key position in High School and University education. Whatever may be said to the contrary the Indian vernaculars have not grown on lines which would make them efficient purveyors of modern knowledge. Even when the British came to India it was Sanskrit and not the Indian vernaculars which was the language of learning and all higher education was through Sanskrit or Arabic and Persian. The result was that while these languages grew rich as mediums of learned expression the vernaculars remained the language of the masses, the language of song and poetry. Even now for coinage of new words it is to Sanskrit, and Persian that we turn. The neglect or bad teaching of English (which latter is the real fact) is showing itself in the deterioration of standards. Higher education is becoming more and more text-book centred due to the inability of the students in colleges to easily and intelligently read and understand books of higher learning written in English. Whatever original contribution Indian scholars make are usually written in English. Vernacular words of technical significance have not yet become standardised or fixed in the minds of the educated who are still more familiar with their English counterparts and the dispute still exists as to whether technical words should be imported wholesale into the vernaculars or equivalents be found. Again in most Indian vernaculars prose is of very recent growth and except for the pioneer service rendered by Indian journalists to the growth of prose writing to cover all subjects the prose literature in the vernaculars have also developed on literary lines. At least Bengali prose still suffers from poetic diction and lacks in precision and conciseness. It is unfortunate that in schools teachers of Bengali instead of encouraging a straightforward prose style which differs entirely from poetry and bases itself on lucidity and logical sequence and conciseness of expression still cling too loose prose writing abounding in rhetorical figures and poetic vocabulary. The result is that students not only think loosely and vaguely (no thinking is possible except through language) but this vague loose thinking is reflected in their writing, and militates against their acquirement of precise knowledge and expressing what they know. A further serious loss is the growing loss of contact between the vernaculars (specially modern Bengali) and Sanskrit. Cut off from its springs modern Bengali is fast becoming vapid, empty and non-creative. Lack of wide scholarship in Bengali writers reflects largely in their writings.

All this makes it necessary for those who seek higher education still to have easy command over a language which can give them access to the wide field of modern learning. Obviously due to historical factors English is the language which will most easily serve this purpose. As has already been stated the deteriorating standards of English teaching and learning is seriously reflecting itself in the educational system. It is therefore a happy augury

that those in charge of secondary education have taken upon themselves the task of revising the whole system of English teaching in Indian secondary schools.

A welcome change in the new suggested syllabus is the treatment of English as a modern living language and the importance given in the new syllabus to spoken English. To begin learning a language with reading which is mechanical skill at once antagonises the child who would take to speaking as a fish takes to water. We know how when an Indian child finds himself amongst foreign children he at once picks up the language of his companions. If the teacher can really speak well himself and can attract the child to speak he will find the task of teaching English a satisfying process. The response of the children will be beyond his expectation. Labourdull teaching will however be unsuccessful. The secret of the teaching will lie in the enthusiasm of the teacher himself and his power of communicating his enthusiasm to the children, and in maintaining their interest. A common mistake is to proceed too rapidly. Unless the child has learnt the structures taught to him so well that it has become automatic it is wrong to proceed to new structures. The same structures should be taught in different contexts with new vocabulary. All sorts of interesting games and exercises can be devised to drill the structures. This emphasis on basic structures rather than on formal grammar is also an important and welcome innovation. One cannot speak or write a language through grammatical rules. These rules only come in handy in cases of doubt and uncertainty when the language has been learnt. For convenience in teaching at the later stages grammar is needed but in no case should the teaching of Grammar be formal but in all cases it should arise from the necessities of language learning. A sufficient amount of language material must be mastered before there is any teaching of grammar though in teaching structures a grammatical base should be followed. On the whole in the new syllabus the modern approach to grammar teaching is followed and correlation between the teaching of grammar and other types of English work has been recommended.

Vocabulary control and the grading of structures has also been recommended. There is no doubt that a lot of useless vocabulary has hitherto been acquired by children with little reference to the needs of everyday life. Though very useful pioneer work has been done on basic vocabulary by language experts to suit the general needs of all countries, yet more detailed work is necessary by every country to suit its own needs and additions and alterations of the general service list may be necessary. The basis however has been found and should be used. Before introducing new words a reference to the General Service list would be a good practice on the part of teachers. The basic structures of English language have been analysed and graded and the suggested syllabus recommends the use of these graded structures. It should however be seen that these structures occur naturally in the course of English work and are not too rigidly systematised.

Another welcome feature is the elimination of the translation method almost altogether. The use of the translation method along with the almost complete absence of free oral work has resulted in the inability of even graduates to say a few sentences in English with facility and in their using stilted language and artificial structures.

The only defect of the course it appears to me is that it is still text book centred. Books should be for reading and comprehension. Language work should be done independent of the readers in the periods given to oral work, composition and grammar. Written work done in connection with the detailed reader has the defect that it encourages learning

of sentences by heart without having acquired command over the structure. The text should follow free work and free work should not be based on the text. The language work required for following the text should be done in advance by the teacher so that when the readers are used the children may read aloud with facility and comprehension and enjoy their reading. Only so can a liking for reading be developed. Teachers handbooks should be carefully prepared so that the teacher is able to do all the language work required by reading lesson in advance in the form of free work, in oral composition and grammar. It would be preferable if comprehension of the text is orally tested or tested through objective test methods. Oral testing would give opportunity for immediate correction and objective test methods eliminate the necessity of composition in connection with text work which leads to the vicious system of rote learning.

In fact it appears to me that most of the work should be done by the teacher guided by teacher's handbooks. Only simple readers for loud and silent reading be in the possession of the children. Later (not before class VIII or IX) a modern grammar may be added to this. In fact in the early stages reading cards based on the vocabulary learnt by the children can be usefully introduced. The cards should have objective tests at the end in order to test comprehension, which the children can answer. These cards can be exchanged between the children in subsequent classes. These cards will be used for silent reading under supervision and with the teacher's help.

The two main snags to teaching of the recommended syllabus are that most of the teachers teaching English in schools are themselves unable to speak or write English correctly and with facility, and the entire lack of suitable textbooks (based on graded vocabulary and structures) and lack of suitable apparatus for efficient English teaching on modern lines. Of these the second difficulty may be overcome in various ways but it will require a great deal of effort and real willingness on the part of the teachers to fit themselves for efficient English teaching and the Department to arrange for fairly long courses for existing English teachers before any improvement in English teaching can be expected. Short courses as arranged by the Extension Department of the Training Colleges do serve a very useful purpose if they are utilised, (as the two short courses at the Institute of Education for Women have been utilised) for giving English teachers a new viewpoint in their English teaching and introducing them to the latest techniques in English teaching and showing them how these can be practically utilised in their teaching. But as the using of many if not most of these techniques requires a good command of spoken English and a mastery over the natural structures of the language (most English teachers have a very weak hold of these last) as well as a fairly correct pronunciation and intonation, it is difficult and in some cases impossible to give effect to the new syllabus which is based on modern techniques of language teaching.

For effective teaching in the subject I would suggest the following :

(1) As at present any teacher on the staff can at any time be required to teach English, this practice should be stopped and only teachers who can produce a certificate as being qualified to teach English be allowed to teach the subject in the future.

(2) Heads of Institutions should not start teaching English before the class prescribed by the syllabus. This unnecessarily complicates the situation as more English teachers are required. If English is started in Class VI or even V not more than two English teachers

will be required. Usually for dearth of good teachers, teachers with very defective knowledge of English teach English in the lower classes when foundations have to be surely laid. This weakness can never be made up. The inspecting staff should keep particular watch over this.

In all aided schools teachers of English should be tested and those who are likely to benefit from further training be required to take up English teachers' course.

That courses of varying lengths be arranged specially for English teachers. The teachers already teaching English in schools should be deputed by their schools to take this training provided they are likely to benefit from the course. This course may be for a year and should consist of, (1) Spoken English (2) Content items in English (3) Teaching methods. For Calcutta teachers evening classes may be started over a longer period so that the teachers may do their teaching in the daytime.

For the B. T. course. English should be regarded as two subjects, of the present course and if in the revised course teachers have to take only two teaching subjects teachers taking English be required to take up only one subject. This will give time for them to do work on contents as well as in oral English along with the method items. The B. T. English syllabus should be thoroughly revised according to recent techniques in English teaching. If the course is not found sufficient to train efficient teachers in English an extra year's training be given to English teachers.

Those who have passed the Senior Cambridge Local Examination, after taking a short course in teaching methods, should be regarded as qualified to teach English up to the High School standard and a grade equivalent to trained graduate be given to them.

Those who have passed the Junior Cambridge local examination should be qualified to teach English up to class VIII after a short course of training in English methods and a grade equivalent to untrace graduate be given to them.

Evening courses for such teachers may be arranged at the training College.

If a defeatist attitude is not taken and if steps are taken on the above lines or any other lines which may seem more practical, the teaching of English in schools is sure to show marked improvement within a reasonable time.

"Education is a permanent part of the adventure of life, it is not like a painful hospital treatment for curing them (students) of the congenital malady of their ignorance, but is a function of health, the natural expression of their mind's vitality."

—Rabindranath.

Spoken English

A FARCE



Banee Sarkar

(Enacted by the trainees of the Spoken English group at their closing function)

Scene 1.

The Department of Extension Service. The Co-ordinator and Assistant Co-ordinator shown seated at their desks. Enter two girls.

Coordinator : Yes, sit down please. Have you come to enrol for our courses ?

First girl : Yes, please. May we join the Spoken English course ?

Coordinator (smilingly) : I'll put your name down on our list. (Hands her a paper). Please put down your name and the name of your school in the right columns. (To the second girl) — Your face seems familiar. Have I seen you somewhere ?

Second girl : I am your old student. Perhaps you do not remember me.

Coordinator : Oh, of course, now that you mention it : I thought I knew you when you came in. Which course would you like to join ?

Second girl : Spoken English course also please.

Coordinator : Put your name and school down in that paper.

Enter a group of girls

Coordinator : Do you also wish to join our classes ? Objective Tests, Correlation, Apparatus Making, Methods of English...

Girls (in chorus) : Spoken English, please.

Asst. Coordinator : What a demand for Spoken English ! Who said English would not be wanted any more !

Coordinator : Alright, put your name and schools down, please. (To Asst. Coordinator). We will have to stop enrolling for Spoken English.

[CURTAIN]

Scene 2.

A desk, with duster and chalk on it. A chair behind it. A number of chairs arranged in a semi circle in front. A board to one side. Spoken English class revealed seated in the chairs.

Enter First Lecturer.

First Lecturer : Now girls, I'm going to give you some idea of practical phonetics, so that you can get your pronunciation right. To get your sounds right, the tongue must be

in a certain position, or else the sound will not come out properly. (Hangs up chart) Look at this diagram. The English t, for instance, is pronounced with the tongue against the teeth ridge—so. (Indicates on diagram). You might bring a little mirror next time and practice with it. (Takes out a little mirror from hand bag and shows how it is done,) Whereas your Bengali 'ta' with which it is confused, is pronounced with the tongue on the hard palate—so (Shows on diagram). Will you try to say 'tea' the English way and not with a Bengali 'ta' as is common? Now, one by one...

Class : (one after another)...tea...tea...tea etc., with the Lecturer correcting their mistakes.

Lecturer : (continuing) : In Bengali, your aspirates and unaspirates are quite distinct..... pa, pha ... ba, bha ka, kha... ga, gha. You might try with a bit of paper before your mouth (Class tries, in imitation). In English, however, there is an aspiration, but not so marked, for instance (Writes on board)—long...loghouse, club...clubhouse. But if you want to say 'a cup of tea' the English way, you must not say it entirely without aspiration there must be a slight breath in it. Will you try girls? Come— 'a cup of tea'—

Class - (one by one, with different degrees of success)—A cup of tea...a cup of tea...a cup of tea.

Lecturer : Do you hear the difference, girls? You must go on practising and try to hear the difference with your ears, then you will get it right. That will be all for to-day.

(Exit Lecturer, leaving girls practising 'a cup of tea').

Enter Second Lecturer, very briskly.

Second Lecturer : Now girls. I am going to do situational English with you. Each one of us has to face ordinary everyday situations such as going into a post office, buying in a shop, making a telephone call, going to a tea-party and so on. It is good to have a stock of phrases that are suitable and usual in such situations. Now supposing you are at a tea-party. Will you girls talk and behave as if you are at a tea-party? You—will you say something one says on such occasions—suppose you are serving tea. (Girl pointed out looks down and giggles). Come, girls, you must not be shy. If I were to speak in a foreign language, say French, I would be making mistakes too, so there is nothing to be shy about. Come, do please try.

One girl : Would you like a cup of tea?

Lecturer : Good ! (To another girl) : You are offered a cup of tea. What will you reply?

Other girl : Yes please.

Lecturer : Class, did you hear that? Speak louder so that all can hear.

Other girl (more loudly) : Yes please.

Lecturer (to girl serving tea) : Some persons take milk and sugar, some milk and no sugar, and so on. So what might you ask to find out?

First girl (stiff and stilted) : Shall I give you some milk and sugar?

(Pronounces sugar with a sibilant) --How much sugar shall I give you?

Lecturer : Now, you must try to be more at ease, more informal. And sugar is pronounced with a sh sound—sh- sh- sugar. Don't you think it would sound more informal if you asked "Do you take milk and sugar?" and "How many lumps?" It is usual to have lump sugar at tea parties, you know. And we do not always talk in complete sentences, do we?

First girl (parrot-like) : Do you take milk and sugar ? How many lumps ?

Second girl : Milk and two lumps, please. Thank you.

Lecturer : Now supposing you are in England, and are going through the customs clearance. What will the customs officers ask you ? (No reply. After a pause)—Anything to declare, miss ? Yes, will you be the customs officer and you the passenger ?

Third girl : Anything to declare miss ?

Fourth girl : No Sir.

Lecturer : Now, you do not have to sir everyone.

Fourth girl : No, I have nothing to declare.

Lecturer : Now, what kind of things do you think the customs look out for ? Any ideas ? No ? Well, the customs officer will probably ask—any wine, spirits, perfume ? Watches, cameras, jewellery ?

Third girl (repeating) : Any wine, spirits, perfume ? Watches, cameras, jewellery ?

Fourth girl : Some jewellery and a camera.

Third girl : How much jewellery and what is the price of the camera ?

Fourth girl : The jewellery I am wearing. The camera cost about one pound.

Lecturer : Now customs officer, will you let that go ? A camera worth one pound ? (Class laughs). (To third girl) — What will you say ?

Third girl : I do not think the camera is only one pound.

Lecturer : You must sound a little more sceptical than that ! You might say : I do not know what make of camera you have that cost you only one pond, miss, but if you gave me the name of the wonderful shop at which you bought it, I'll certainly get one. But just now, I can't let that pass. I'm afraid I'll have to charge you duty, miss.

Lecturer : We'll stop here for to-day, girls. How long do you go on ?

Third girl tries to repeat this speech with many mistakes and corrections.

Girls : For two hours !

Lecturer : I'm sure if I went on lecturing to you for two hours after the hard day's work you've had, you'll all end up in a dead faint ! (Class laughs). I can't have that on my conscience, now, can I ? So will you go, go on practising this scene ? Next time we'll go to a hospital and see what phrases will be helpful in such a situation.

First lecturer, girls practise customs house scene. Enter Third Lecturer with a chart and cyclostyled material.

Third Lecturer : I think you need a little more phonetics practice, girls. (Puts up a chart). This is a chart giving you the common phonetic symbols. If you make yourself familiar with these, and get a phonetic dictionary, it will help you greatly to get your pronunciation right. Now will you take this cyclostyled material ? It gives you the phonetic symbols, and then some phonetic reading to do. Will you study the symbols and try to put the phonetic sentences into ordinary script with the help of the key ? (A Pause, during which girls distribute and study material. Then lecturer writes up on board Sidni kwikli likt hiz lips and calls a girl to write it in ordinary spelling. She does so, corrected by class. Then lecturer writes Hau about a raund braun kraun and calls another girl to rewrite it.)

Lecturer : That will do for to-day, girls. You can try them at home, then we can do them together next time.

Exit. Girls begin to show signs of strain—fan themselves, wipe their faces with their handkerchieves, clutch their foreheads, scratch their heads, as they study the material.

One girl : We ought to speak very good English after all this !

Another girl : If we manage to survive and get back home in one piece !

Another girl : My head is in a whirl ! I'm feeling quite feverish.

Girls practice in groups—A cup of tea ! A cup of tea. Do you take milk and sugar ? How many lumps ? Sidney quickly licked his lips. How about a round brown crown.

Enter Fourth Lecturer.

Fourth Lecturer : Now girls, you've had three lectures giving you phonetics, more phonetics, and situational English, so that with practice you may improve your Spoken English. You have had the opportunity of listening to good spoken English. To-day I have brought you some records. You will listen to some of Britain's leading stage artistes, to some of the best speaking voices in England. Here are cyclostyled copies of the passages you are about to hear. Will you follow while I play the record ? Then you can do some reading and see whether listening to good speech has improved your reading. (Plays part of record. Stops and calls girls to read.) Yes, will you be Jack and you Lady Bracknell ? (They read. Calls two more girls). Yes, thank you. Will you two read now ? (Two more girls read). Are you satisfied with that girls ? Would you like to hear the record again ? (Girls answer Yes. Plays record again).

Lecturer : I think that will do for to-day. I hope this has not been too much for you. Next you will have two recitation lessons, and would you like two more lessons after that ! (The girl who was feeling feverish) : Oh, oh, I'm going to faint ! (Clutches her forehead and faints. Others come round to her help).

Lecturer : We have been giving you too much in this heat ! Has the course been too much for you ? About those two more lessons

Another girl : I'm feeling strange. I think I have fever..... A cup of tea ! How many lumps ? How about a round brown crown (Deliriously).

Lecturer (touching girl's forehead) : She has high fever ! She is delirious ! Poor girls, they'll have to be seen home in a taxi. Perhaps we had better leave out the two more lessons until you have recovered from these ? I'll send the peon for a taxi.

Exit hastily, leaving girls to look after the two sick girls. one muttering deliriously—A cup of tea ! Do you take milk and sugar ! Anything to declare miss, any watches, cameras, jewellery ! Sidney quickly licked his lips etc.)

[CURTAIN]

Scene 3.

At the New Market.

Enter (right) girl who had fainted in the last scene. She goes into a shop and looks at some woollen materials. Enter (left) girl who had become delirious in the last scene. Sees other girl, looks surprised, then pleased, comes forward and taps her on the shoulder.

First girl (startled, looking up) : Oh, hullo ! Fancy meeting you here ! Have you met any of the others since the course was over ?

Second girl : No, you are the first I've come across since then. The classes were fun, weren't they, although at the time we wondered how we could do it after our school work ?

First girl : Yes, I enjoyed myself very much. And do you know, my Spoken English will get a chance of being tried out ?

Second girl : How's that ?

First girl : I'm going to England for further study.

Second girl : How strange ! I'm going too— I've made all arrangements and nearly finished my shopping. Is that why you are buying woollen cloth at this time of the year ?

First girl : Yes. What fun if we can go on the same boat. Have you got your passage yet ? I'm going on the Strathnaver.

Second girl : Oh, this is too good to be true ! I'm on the same boat ! We can practice our Spoken English together.

First girl : And try it out in England together !

[CURTAIN]

Scene 4.

England. A customs house. Enter two girls—those shown sick and fainting in the second scene and meeting together in the third scene.

Porter : Hi miss ! Kin I tek yer luggij fer yer ?

First girl : This Englishman is not speaking phonetically ! Can you understand him ?

Second girl : You should say, Can I take your luggage for you ? This is how it is written in phonetic script. (Scribbles in her note book and shows it to him).

Porter (admiringly) : My, ain't it wunnerful ! (To another porter) : Don't they talk purty now, like in the picters ? Were yer learnt yer langwidge, miss ? Yer talk sumthink swell yer do.

Girls : Oh, he can't have learnt any phonetics. Let's go and get our things checked. (They walk on to customs counter).

Customs officer : Anything to declare, miss ?

First girl (gleefully) : Wait a minute, let me get my notebook. (Brings out Spoken English notebook and hurriedly turns pages until she comes to the Customs House scene Shows officer proudly). That's something we know. We did that in class. You are going to ask any wines, spirits, perfume, watches, cameras, jewellery, aren't you ? Yes, sir— no, no, yes officer— I have some jewellery and a watch. (Consults notebook).

Officer : (to another officer, very amused) : Ain't they cute, now ? D'yer learn all this in a class, miss ? Don't that beat everything yer've heard of ?

Second officer (looking upwards) : They answer yer out of a notebook ! They did it in class they sez ! Blimey if that don't beat any picter !

First officer (to second girl) : What have you got miss ?

Second girl : I have the jewellery I am wearing and a used camera, officer.

Officer : Orright miss. Pass along. If they taught yer all that in class, we'll have ter do our bit. No need to open up miss. We'll pass yer on your Spoken English ! (Scribbles 'vu' across their boxes, girls watching ecstatically—they had learnt that in class too !)

[E N D]

Personality Portraits :

Loreto, St. Mary's



In this age of drastic change and atomic development it is inevitable that the situation in the educational field should undergo a metamorphosis. It is the aim of education to draw forth and develop in the individual his inherent qualities and capabilities, intellectual and moral, so as to fit him for the role he is cast to play in life. In this fast changing era the demands on a man or woman are vastly different to those made on our grand-

parents, and if education is to achieve its purpose it must adopt the necessary means to prepare youth to cope with and master the difficulties of to-day and to utilise the opportunities the 20th century has to offer. Development in the educational sphere has not kept pace with that in the world of science, commerce and social reconstruction. And so, we have to-day, a body of teachers and educationists as bewildered by new ideas, schemes and suggestions as the villagers of a hundred years ago were by the advent of railroads and telegraphs. Frustrated in their efforts to make an old system fit a new generation, they bandy about such phrases as "Objective Tests" 'Project Methods', 'Correlation' as if they were rabbits escaped from a conjurer's hat :

'Cumulative Records' is one such magic concept, supposed to compensate for the deficiencies of a poor School Certificate, or to be an adequate substitute in the absence of one. Granted, the system of a 'do-or-die' examination as the sole criterion of a boy's general ability, the all important yard-stick by which a future professor or employer will measure his suitability, calls for amendment : some would say for abolition. But how is the system to be replaced ? By Cumulative Records. A Principal of a few years standing receives a letter from an 'old' boy or girl, asking for a recommendation, a certificate of character. When records have been consulted, the typewriter hammers 'I hereby certify that XYZ was a student of this school and was a boy (or girl) of good character...(wasn't expelled at any rate)'. And the unfortunate head of affairs longs for a remedy for this inadequacy of really worthwhile information. And the master-key to this and every puzzle is Cumulative Records : So the Liberals find in this musical phrase the panacea for all evils.

But the staunch Conservatives see the reverse of the picture and the reverse only. What is the meaning of all this nonsense about A's and B's and C's ? If a boy can get all his sums right, or knows the chief towns and export of Australia, or the effects of Moghul rule in Hindustan, then why not give him 100% or 60% or 70% as he deserves ? Why need his report card look like a nursery chart or a first attempt at Algebra ? And as for all this rigmarole about originality, social aptitudes and leadership, can't a lad show his elders

what he's made of and let them judge for themselves? Of course, only just give them the chance. And that is what a Cumulative Record is meant to do—to give the new employer or professor a clue as to the possibilities before him so that he won't have to wait months before discovering by chance that the youth oiling wheels in the garage has a real flair for figures or the girl in the Physics class can write really good verse. It is meant to reduce the number of misfits by presenting a more or less accurate portrait of the intellectual, moral and social being leaving school. It isn't only accuracy in compounding the right acid and alkali for a particular salt that makes a good chemist's assistant, but a cheerful politeness in dealing with customers is just as essential for good business. And who is to be sure that the applicant is not suitable if his mark sheet shows distinctions in Chemistry and Biology. But if the report read: 'a reliable student but rather shy' it would be easier to deal with the situation—to everybody's advantage and satisfaction.

The Mudaliar Report sets out a plan for an ideal system of education for India which most of us long to see implemented 'for the advancement of learning'. Descending to practical details in every branch and twig of the educational tree, it provides a form for Cumulative Records. It is designed to cover the last three years of the pupil's school career and proposes a very minute study and record of the child on the intellectual, social, physical and moral level. It is the kind of report that is very much in vogue in America and which you would delight in making if you were a research student in Psychology. Perhaps in the not too far distant future a sufficient number of child study experts and career guidance specialists may be available and the scanty financial resources of the schools supplemented so as to avail of their excellent and essential services. Then, may be, our high school boys and girls will leave our institutions with a detailed record of ability and development—academic, practical, social and moral.

In the meantime we cannot just sit back and wait for the millenium. We have to do the best we can in the circumstances in which we find ourselves. That 'best' is probably far better than we realise and we can obtain very real results with enough generosity and enthusiasm. Undoubtedly, we are keenly aware of the need for something more comprehensive than the old style report. But our teachers already have a rather full programme and we hesitate to add to their burden; besides they have no experience of this new system of assessment. That is how our debit sheet stands. Now let us have a look at the credit side. Our teachers have a genuine interest in their pupils and a fair amount of common sense, understanding and sympathy. If they hadn't they wouldn't have spent years in the class room; full-time coaching would have attracted them long since. What they need, then, is responsibility for a particular class or section of a class, co-operation from other subject-teachers in that class, encouragement and guidance from the school authorities and a fairly simple, but satisfactory, method of assessment.

The form recommended by the Mudaliar Commission is somewhat too complicated—not only for the teacher, but even more so, for the parents. The system of grading by symbols has not been a success in some of the schools in India where it has been tried out. It lacks the human touch, particularly when applied to personality traits. What parent would prefer to read 'B' for Sociability on a daughter's report as against 'Agreeable and thoughtful for others'. And the danger of grading pupils in the 'D' and 'E' categories is obvious. The principle of saying nothing if there is nothing good to say is worth bearing

in mind here; and no school or teacher wants to run the risk of being charged with defamation of character: So teachers should from the habit of looking for a pupil's good qualities and seeking to develop these so as to counterbalance the less desirable traits. If a particular child seems to be endowed with no likeable characteristics the chances are that some other teacher may have noticed some favourable trend and this can be noted down, commented upon and developed. Hence the need for discussion among the teachers who deal with a particular class, in the presence, preferably of the Principal, who may be better acquainted with difficulties of individual children. Such meetings seem to call for a deal of time, but not nearly so much, as may at first, be feared. Once a pupil's general characteristics, aptitudes and abilities have been recognised they are not going to change from term, to term as a rule. They should develop and improve, and the class teacher will have little difficulty in noting that; they may perhaps, deteriorate a bit; the interest of an enthusiastic child may flag a bit and a word to the Principal or to the child may be sufficient to discover the reason and set matters right once more. New qualities of character may, not infrequently, reveal themselves as the child grows older, but these will normally be in keeping with the general assessment of personality, if it has been made conscientiously. There may be an occasional mistake, which can be remedied where there is sincerity and good-will.

If the Secondary Commission Cumulative Record Form is too detailed for use under present circumstances, then the question arises as to how much detail we can actually cope with, here and now. That depends on the Principal, the staff, the parents, the pupils and the general attitude of the institution towards this new and controversial proposition. On the scholastic side marks appear to be still in favour, and they can be borne out by remarks. Then, are marks to be allotted on the strength of one examination, or to be the total of a series of short tests, objective in structure or a judicious combination of this new type with the essay type? A suggestion that might be worth a trial, is that a certain percentage—varying from class to class and from term to term, if preferred—be given for class-work and preparation. That puts a spoke in the wheel of the crammer and ensures that, even for a short time, one subject is not sacrificed to the intense study of another. This will entail a daily recording of written work and preparation, but actually it only requires a few minutes extra, and is unbelievably rewarding in the long run. Remarks about progress in particular subjects should be submitted to the class teacher, who should refer to the Principal any denoting outstanding praise or censure. Need it be pointed out that the General Remarks at the end should bear out individual testaments? You cannot say a student is satisfactory all-round if he is unpunctual and frequently absent from a particular class.

With regard to the more subtle task of personality assessment it would seem wiser (not merely safer) to adopt a positive rather than a negative approach—to point out the good qualities a child has rather than to emphasise those that appear to be lacking. They may be hidden for the moment behind a natural reserve, like closed buds on a tree waiting for the sunshine of trust and appreciation to coax them into bloom. If we agree to lay aside the "algebraic" method, then, instead of listing every possible attractive quality, against many of which it may be impossible to write relevant remarks, we may take a few broad headings under which we may register our findings. These could be, perhaps, Conduct, Application, Special Characteristics, Social Qualities and Special Aptitudes. Under one or other of these

will fall most of the traits detailed in the Mudaliar Form. Thus leadership, initiative, originality, self-confidence, integrity, idealism, civic spiritedness would come under the third heading. Politeness, considerateness, generosity, self-respect, deference would be classed among the Social Qualities and Special Aptitudes would cover physical activities, games, hobbies, music, dramatics, suitability for a specific career and so on. Unsavoury comments have no place on a school record. If they have to be made they should be the subject of confidential correspondence, and come under the jurisdiction of the Principal. We, ourselves, would not like to have to go about with our shortcomings blazoned on our brows. It is of course, only fair that parents be made aware of their offspring's failure to develop potential qualities or to make us of the opportunities afforded them, but the slightest hint that a child is not up to the mark is sufficient for most parents and will be far more appreciated than a less delicate comment.

The work of keeping Cumulative Records is still in its infancy, particularly in our country. It is still at the 'Trial and Error' stage, but unless those trials are made the errors will not be recognised nor remedies found for them. So progress and, ultimately, success depend on the efforts of each school and teacher to test this system as an instrument. Attempts to evolve a really suitable system will be well worthwhile and may eventually result, not in a uniform code, but in a number of variations, based on certain broad principles, and suited to individual needs. Patience and perseverance, quiet assessment of success and calm examination of failure will lead to real progress in the near future. Let us not depend on others to do it for us and present us with something readymade, but let us go ahead steadily ourselves, following the example of our Bapuji, when he himself collected the first stones for the road to Wardha.

Perhaps it may help if we think of ourselves, not as schoolmistresses, but as artists painting stroke the portraits of our pupils. Let them look at the canvas with us and see evolving there the picture of their ideal selves—of the men and women God made them to be and we are shaping them to be. Thus the prosaic Cumulative Record can be a pledge of our trust in our pupils and an inspiration and a challenge to them to prove themselves worthy of that trust and of their noble vocation as children of India and of God.

The following are short speeches made by our trainees on the closing day of the March-Session :

Ladies and gentlemen the sponsors of this extension movement deserve the thanks of all the workers in the field of education in Bengal. I think all will agree with me that we have profited by the discussions on the new methods of teaching from a strictly practical point of view. This short course serves a great purpose in another respect too. There are teachers, who have been serving for many years. No doubt, a refresher course as has been provided by this movement will help them to keep pace with the up-to-date methods of teaching.

This movement, again, will break down the artificial barrier amongst fellowworkers in the field of education from the university to the primary stage—I mean teachers classified as Govt. school teachers, aided school teachers and private school teachers, though the last class forms the largest majority. In fact, statistics will show that education in Bengal particularly in the Secondary Sector has spread mainly through private enterprise, though this extension movement, we shall all of us realise that we all work for the same purpose, viz. improvement of the standard of teaching in order to secure maximum profit from minimum effort for the future citizens of India.

With the spread of primary education, the need for new secondary types of schools will increase and necessarily, the need for increasing facilities for the training of teachers. This extension movement is a very useful movement but it touches only the fringe of the problem. May I suggest that, in future such meetings may be held twice a year and occasionally at non-Government institutions where collaboration may be expected from experienced trained teachers who could throw light on many a point from their own experience. Again, I congratulate the sponsors of the movement as well as ourselves, who attended the meeting and profited thereby.

Lastly, I should be ungrateful, if I did not mention the tea and sweets with which the movement has been inaugurated as well as closed.

R. Sen, B.A. B.T.
Muralidhar Girls' School.

CORRELATION OF SUBJECTS AND PROJECTS :

Modern education is trying to make man's life beautiful around through new methods which are being checked, rechecked and changed from time to time. The emphasis is that education should develop a personality that may lead to an easy, strong, gleeful life of self reliance on a strong moral basis for every child by creating conditions in which the child can reach maturity of all his latent talents.

Project and correlation of subjects is a distinctive gift of modern educational methods. We have tried this method with considerable success.

Our experience shows, the first step in this method should be to break away from the deep rooted concepts and obsessions of old methods.

This method gives the children the scope and opportunity to develop their talents according to their capacity, their likes and dislikes. The scope for good look helps then to develop both their willingness and ability for community living and the growth of Social Consciousness.

This method introduces the children to the world outside the domain of books.

Under this every child picks up a work that corresponds to his tastes. He develops dignity of labour and accepts every member of a trade—a farmer, a tailor, a blacksmith, a weaver, a carpenter and a cobbler—as his friend and equal partner in Society.

The rigid insistence upon absolute quiet in the class room, suggestive of a prayer hall atmosphere is the biggest impediment to the development of this method.

Experience of the application of the Project and Correlation of Subjects has shown that by direct application to work and appreciation of Correlation of the Subjects, children are spared the monotony of book knowledge and can master the subject more easily.

In my Form II the Story "Rather mela" (The Fair of the Car Festival) is included in the Syllabus. The School succeeded in demonstrating a fair which the children helped to set up. This is how the Children were made to participate :

The Children with the help of the teacher divided themselves into the following four groups according to their tastes :

- (1) Taste for literature—articles, poetry, story, drama, history correlated to literature
This group will learn literary subjects, write and read them out.
- (2) Taste for hand work—Cane work, Card Board work, paper work, Cotton work
Children will prepare small items and sell them.
- (3) Taste for Science—Geography, Nature Study, Hygiene. Children will learn about Seasons, Climate, the Clouds, the Rains and keep their record.

Correlated Study of nature—gardening, selling of plants. The children observe the growth of plants, their flowers, and bearing fruits. By selling what they helped to grow children learn the arithmetic of income and expenditure, 'Profit and Loss' and Subhankari.

They keep close watch on the health and the sanitation of the fair and learn that their personal health is related to it.

(4) Taste for—art, drawing, painting, recitation, music, dancing.

Some of this group learn songs of the various Seasons and sing them, write poems Stories, read or recite then.

The Car festival leads to a discussion of progress in transport and Communications—Palanquin, bullock cart, boat, Ship, train, aeroplane.

The children join a discussion with the teacher and demonstration with Card board, tin claymodel etc.

This method imposes serious responsibility on the teacher. She must be alert and have free mixing with children to enable the children to understand by her conduct that she is not only their teacher but a friend and comrade.

At the end of this discussion I like to avail the opportunity to convey our sincerest and most grateful thanks to our professors who have made untiring efforts, demonstrated unlimited patience during the training here. They succeeded in wiping off, for the time being, all distinctions between them and ourselves.

During our Session here each of us made plenty of new friends here. It has been a pleasure to study and work with them, to know them. To them also thanks are due for all that they did to create a friendly atmosphere.

Last but not the least I owe thanks to all who are present here for giving a patient hearing to this short-discussion.

Amiya Dutt B.A. B.T.

Gokhale Memorial Girls' School and College.

PLEASE WRITE TO US !

- ★ YOU can write articles on interesting educational experiments and experience and send us photographs to print.
- ★ YOU can answer questions to put in our Forum.
- ★ YOU can ask questions about problems that are worrying you.

Trends in Geography

(KANANGOPAL BAGCHI, M.Sc.
(Lecturer, Geography Department, Calcutta University))

Geography is being taught in our Schools, also in Colleges and Universities. Except in the University stage, it is considered to be just an informative subject in which the students would learn to describe features concerning the earth. These may be relating to the details of the land (physiography), weather (climatology), water (Hydrography) and animals and plants (Biogeography) and also the people inhabiting the land surface (human geography). The very term geography refers to a stage when the people started exploring different countries of the world and recording the things as referred to above. These descriptions constituted the geography of the day. The incentive for trade took the people to different places across even uncharted seas and the diverse products and peoples encountered gradually led the enquiring mind to a deliberation of local climates and land forms in which the commodities grew.

Beginnings in the study of environmental geography were made and a classification of types of environments on a world chart led to the concept of what are now known as Natural regions.

The oceans were yet just barriers separating land parts on continents and people were preoccupied in developing a close acquaintance with them, so that the seas could be made use of as a medium of transport, study of ocean currents, oceanic depths and characteristics of ocean waters led to the development of a branch, oceanography, which was later on incorporated in geography. Now the sea is looked upon as a source of a host of minerals and food and commercial fishing is one of the main occupations of coastal inhabitants. When a thorough study of the environments in different parts of the world was made and people had finished recording them, it was felt that people in similar environments did not have the same types of occupations, nor the same standard of living. In other words, the adjustment to the like environments varied in different parts of the world and also in the same environment in different generations. What difference exists in the standard of living of people in the grasslands of U. S. S. R. and S. America ! Can the life of people in the wheat lands of India and U. S. A. be compared at all ? What a contrast is offered by the present community of people living in the iron town of Jamshedpur in the Singhbhum district to the iron smelting aborigines who also lived in the same environment and have left their trails in the ancient slag heaps scattered here and there ! The technical equipment of the community in different countries and of different communities in the same country has made all the difference. And this technical equipment is the surface expression of the social organisation and the political outlook of the community. Hence yet another aspect, namely the social aspect was added on to geography. The environment of the present day Geographers, therefore, is a complex of three variables, the physical (landform, climate etc), the biotic (plants and animals) and the social (community organisation and the technical skill). But while going into details there is this danger of concluding that no two places on the face of the earth are identical, even

if the unit is small enough and therefore, there could be local geography alone. No generalisations could apply to big regions. Notwithstanding, it is possible to identify areas that are more or less homogeneous with respect to this or that phenomenon or a combination of phenomena and to designate such areas as regions. Demarcation of such regions constitutes an interesting pastime for geographers of today.

The study of the environmental complex in each such region is becoming increasingly interesting because also of a new change in our outlook. Unlike the old concept of environment dictating adjustment, it is now recognised that a positive determinism can exist only if a stupendous change in the physical or biotic aspects are introduced in the environmental complex. Advent of an ice age or disappearance of a rich variety of animals or plants as have happened in geological past, if repeated catastrophically within human history may serve as positive determinants. Similarly, social determinants may also be introduced as when, a new "ism" overrides the political horizon or a war-emergency is imposed on a normally functioning society. But in a relatively stable environment no example of positive determinism has so far been proved on any scientific basis. The physical and the biotic environment, at best, are considered as setting limits, among which the inhabitants have several choices depending on the attitudes, objectives and technical abilities of the communities.

For an assessment of the scope offered by the environment it is only natural people would organise into different groups and specialise in the diverse aspects relevant to the study of the environmental complex. Thus regional geography has grown up concerning the delimitation of regions and the principles on which such demarcations should be effected. The study of historical changes through time, physical, biotic and cultural, have become the concern of historical geographers. The study of the distribution pattern of human communities and the settlement features that have been introduced by them form the theme of yet another branch of geography, known as "Cultural Landscape". The study of the earth's resources, physical and biotic, their transport and utilisation are the concern of the economic geographers. Incidence of disease in particular environments and the pattern of the distribution of specific diseases form the subject matter of another branch that have recently been developed, it is medical geography. When geography is studied in relation to the political, administrative and strategic characters of certain regions, known as states, it becomes political geography. And so on. But it must be realised that geography ultimately boils down to demarcation of regions, whatever might be the phenomenon or phenomena on which it is based. Investigations in geography, are always directed towards working out and explaining these regions. And these regions must be charted. Ever increasing experiments are being undertaken by cartographers (they are also geographers.) to find out the most suitable symbols and systems of representing geographical phenomena on maps.

From Spoken English Group :

Ladies and Gentlemen,

I am happy to be able to speak a few words on this occasion on "Spoken English". I thank the authorities for offering me this opportunity, but I feel due to shortage of time, I may not be able to do full justice to it.

"Extension Service Department" has indeed achieved a great end by introducing this special course. This is particularly evident from the number of enthusiasts who have come forward to share the benefit.

In learning English we face some very common problems, for instance, spelling difficulties, proper use of tenses and construction of sentences. On top of these the girls in particular suffer from another trouble. This is I mean the shyness they fight in "Speaking" English. Some of us, I know, can write well but can't speak. Obviously this is due to the fact that we were never used to speaking, although we acquaint our hand to writing the language.

It is with a view to remedy these defects that this institution was started. I have therefore nothing to regret by joining here. Recently we have been taught something about phonetics, situational English, Recitation. We have learnt much and at the same time we had a little fun. We have collected these and other short comings to present you this small "farce" this evening, because we feel that the more deeply we think of our lapses the greater are our chances of reaching perfection. Our views, our difficulties and our problems will find expression through this evening's performance.

Meanwhile, I am taking this opportunity to impress upon our authorities the necessity of putting stress on "Conversational English", wherein the girls in particular have some inherent deficiency.

I thank the professors and all others present for giving me a patient hearing.

NILIMA CHAKRAVARTY B.A.B.T.
SISHU VIDYAPITH GIRLS' SCHOOL
CALCUTTA.

Course on Objective Tests

What we have done : A. Review

We began the summer course with Objective Tests and we had a good beginning with Mrs. Latika Dasgupta. In her first day's lecture she explained what is an objective test, what is its utility, what is the difference between Objective Test or New type of Examination and Essay on traditional type of Examination? Why is this new type necessary? Should we replace the essay type in toto by objective tests?

Next day she explained what is validity, how can we test the validity of our questions, how can we eliminate the guessing factor and how can we test the difficulty of our questions.

Now to the trained teachers the subject matter of these two lectures may not be so new and valuable as expected, but I think that these were indispensable for the untrained teachers, because they have helped them very much to follow the other lectures on different subjects.

The next class we did with Prof. Mohanta. He gave a preliminary lecture on objective tests, touching the main points only. Then he explained the necessity of objective tests on Mathematics. He explained the main objectives of teaching Mathematics and discussed how we should attempt to achieve these.

In his second day's lecture he gave us some tests on Mathematics as samples and discussed exhaustively how these informal type of tests can be more or less standardised even for the class examination, and how can the subject teacher be sure about the progress of her class by keeping graphical records of the result of her pupils.

We did two classes with Prof. K. S. Gupta when he discussed with us types of objective test on Geography. He also explained the objectives of teaching Geography and discussed how these can be achieved through the different items of objective tests. I think the trainees are thankful to him for distributing a few question papers on objective tests on different subjects. He encouraged teachers of Geography to construct a few type of test items on Geography and in his second day's lecture he discussed one complete test on this subject prepared by one trainee. This discussion helped all the trainees practically.

Prof. B. Bhattacharya had also met us to days. As there were only two trainees having science he did not try to discuss objective tests on that subject.

On the next day he discussed a test constructed by a trainee.

Miss. S. Dutta who was to discuss objective tests in Bengali met us only one day instead of two. She tried her best to do what can be done in one day.

She explained the aim of teaching Bengali and discussed the principles of preparing objective tests, but I think the teachers of Bengali are in need of concrete examples of these tests on Bengali.

Mrs Lilla Roy discussed objective tests on History and Civics. Though she did not try to give theoretical on objective tests in general, she dictated some notes which were not much essential after so many lectures on objective tests. But I think that the trainees are

grateful for getting a cyclostiled copy of objective tests on History. She also encouraged the teachers of History to do some practical work, that is to prepare tests on History and Civics and in her second day's lecture she discussed a few tests for the benefit of others.

Prof. J. Ganguly took two classes on English. On the first day he gave us more or less general information. But in his second days lecture he discussed every aspect of English teaching and showed the possibilities of objective tests on these aspects. The last lecture was done in a hurry as the time was too short.

Now during these lectures on objective tests what I have marked and felt most is the shortness of time allotted for each subject. The lecture or discussion should have been more practically biased. The trainees should be more encouraged and helped to prepare test items on each subject.

I do not know what will be the fate of those teachers whose Headmistresses are not in touch with current educational experiments or are not adaptable to new modifications.

I doubt whether each and every teacher is eager to devote so much time and energy to preparing objective tests throughout the year. And it is apprehended that after a few years the question papers on objective tests edited by experts will come out to minimise the labour of the teachers and to spoil the very aim of objective tests.

Yet as one of the defects of our present system of education lies in the present system of Examination which is most unpsychological and subjective, we should try sincerely to introduce this new type of examination in every sphere as far as possible. But a warning is obvious to the fact that though the essay type of Examination is much abused, it cannot be replaced by objective tests at present. Objective tests should supplement it. Moreover it is a point of controversy whether we can say good-bye to the traditional type at all whose value cannot be undermined specially in the case of language.

We are teachers, so instead of being pessimistic we should try our best to reform the present system of examination. What is needed is an honest and sincere attempt under proper guidance.

At first I wanted to join both the courses of Objective Tests and Correlation and Projects. But as there was difficulty in arranging both the courses separately we were requested by the authorities to choose one of the alternatives. Now I have to say that in my opinion I have chosen the right alternative.

Yet it will not be out of point if I say that this training is not the end, it is rather a start. And what we have learnt is to be tested in the practical field of education.

LEELA ROY M. A. B. T.
HEADMISTRESS, BANIBAN GIRLS' HIGH SCHOOL.

Cumulative Record Cards

About fifteen headmistresses of Calcutta girls' secondary schools met at Hastings House on the 23rd June at 4 P.m. and discussed the possibility of introducing Cumulative Record Cards into their schools, on the occasion of the third meeting of the Pradhana Siksika Samiti as the organisation of headmistresses has been named.

The problem was a topical one as many of the schools had received the Ministry of Education form requiring an assesment of personal attributes in addition to academic attainments, and also Anath Nath Basu's booklet "School Records". An interesting discussion ensued, most of the headmistresses present participating actively.

It was felt that the discussion would be fruitful if conducted along the following lines.

1. What should the form include.
2. How should the record be kept.
3. How often will it have to be submitted.

Mrs. Sushama Sengupta of the Lake School for Girls, expressed the view with which there was general agreement that an assessment of personal attributes was very important and that the school's, assessment would be useful to parents, but if this was in the form of remarks indicating varying degrees with respect to a particular quality, some difficulty would arise as to the meaning to be attached to the remarks. For instance, what interpretation were parents to place on assessments such as 'average', 'fair' 'very fair' etc. Mrs. Santi Banerjee of Sakhawat Memorial Girls School pointed out that there were difficulties presented by the assessment itself. Different children reacted differently to different teachers. Bidyutlata Mahalanobish of Binapani Girls' School, Uluberia, remarked that twelve out of forty children could be said to belong to the group that was quite amenable in one class but troublesome in another. Mrs. Nalini Das said that there was often great diversity of viewpoints regarding the qualities of the same girl, as an average view would have to be taken in cases where there was marked difference of opinion. Usually it will be found that most pupils fall within the middle group under each heading. It is difficult to judge the average, neither is it necessary. It will be easier to pick out the good and the bad, the outstanding in either direction, and that is what is required.

Teachers will not find it very difficult. Headmistresses should call a staff meeting and give teachers notebooks and detailed instructions as to the kind of notes they were to take, with a booklet filled up as a model. Besides, the booklet on School Records gives the headings under which pupils are to be assessed, as also the remarks to be given under each heading. Qualities such as sociability, co-operativeness, initiative, responsibility, dependability, perseverance, courtesy, consideration, can be easily judged, but qualities such as self-confidence stability and emotional control are difficult to judge. Shyness often hampers the free expression of other qualities, and lack of initiative may hinder other desirable traits. Unless the school was boarding school, and more could be seen of the children and in more varied situations, qualities of character could not fairly be judged. If extra-curricular

activities could be increased, social qualities may be judged better, besides helping in character development by diverting into creative channels surplus energy that issued as naughtiness and indiscipline in the classroom. Children able to show their prowess in the playing fields and in drawing or painting, will show better adjustment in the classroom.

In the assessment of academic attainments, homework should not be marked. The marking of classwork presents some difficulties, for instance if told beforehand that they would be marked on a particular lesson, pupils will prepare only that and other teachers would complain that their lessons were not prepared, some pupils become very nervous, a certain amount of consultation between pupils takes place and a short portion learnt intensively for marking does not always mean that it has been properly learnt. If not told, guardians object that children are tested without previous knowledge. But apart from regular examinations, a certain amount of the marking should be on work done in class.

If there is separate marking of different aspects of a subject, such as reading, spelling, comprehension, story telling in languages, there will be the incentive to do well in each branch. Without some kind of examination, neither teachers, pupils, nor guardians can assess the pupils' progress. But neither the testing of a short piece, intensively studied, nor an annual examination, is a real test of attainment. Oral examination, objective tests and also essay-type questions both in class and at home to prepare for the final examination, each have their respective value. A judicious combination of these forms of testing will give a fair assessment of the pupils' academic attainments. But the ultimate factor is how much will it be possible for the overworked teacher to accomplish. And unless the requirements of the School final are changed, not much change can be effected. It will only be possible to maintain cumulative records if the number of examinations and the number of periods the teacher is engaged are diminished.

There was general agreement that a booklet would be preferable to a form, as a form would be more easily soiled, torn, lost. The Reverend Mother from Loreto St. Mary's Training School said that a meeting of Anglo-Indian Headmistresses had discussed the form and decided that it was too cumbersome for general use in schools, and that no teacher could do justice to her classwork and also do this. Schools would choose from the form what was considered useful and include it in the report. While there was danger of losing the booklet it was still felt that parent would like to and should be able to see the records of their children.

It was felt that the report should be submitted annually. But even if it was to be sent in only once a year, the teacher would have to keep notes throughout the year. The class teacher alone would not be able to fill in details. All teachers concerned would have to meet. Mrs. Uma Ganguly of Barasat Kali Krishna Girls School said that at the regional conference of Headmasters and Headmistresses held recently in Shillong, it had been suggested that a register be maintained for each class, that teachers meet at the end of each term, compare notes prepared individually with regard to each pupil in their subject, and make an appropriate entry in the booklet, either using a five point scale or graded remarks for assessment.

Mrs. Latika Gupta of Calcutta Girls Academy pointed out the difficulty of assessing the qualities of 600 to 700 pupils by consultation or meetings among teachers. Meetings of teachers for the purpose of the annual assessment would have to be conducted over a certain period, say a week, classes being discussed in order, and only the teachers concerned with

those classes being present. Mrs. Gupta felt that if the class teacher was entrusted with the responsibility, something would be accomplished, or it would all come to nothing. The class teacher was always meeting the other teachers concerned. Other headmistresses felt that teachers' councils were needed.

However, unless some schools were prepared to come forward and try it out, nothing definite could be said. The headmistresses present could take the initiative and introduce Cumulative Records into their schools. It would be an incentive to know that there were others engaged in the same pioneer enterprise. A later meeting of headmistresses could compare results.

REVIEW OF WORK

“By education I mean an all round drawing out of the best in child and man body, mind and spirit.”

★ ★ ★
“True education is that which draws out and stimulates the spiritual, intellectual and physical faculties of the children. This education ought to be for them a kind of insurance against employment.”

★ ★ ★
“The great use of Education is not merely to collect facts, but to know man and to make oneself known to men.”
—MAHATMA GANDHI.



REVIEW OF WORK

of the journal, had offered five courses on Spoken English, Methods of Teaching English, Correlation of Subjects and Projects and Apparatus Making more than a hundred teachers had enrolled and 92 teachers qualified for certificates. The number of certificates awarded was 118 because several teachers had attended two or even three and had qualified in all of them.

A list of lectures delivered has been given separately. A demonstration lesson was given by Miss Latika Ghose with pupils from Sisu Vidyapith.

There was one excursion for the 'Correlation Group' of trainees. On the 14th May, they were taken to "Sarisa" in the Diamond Harbour Sub Division to visit the basic institutions under the Ramkrishna Mission. The Coordinator and the Asst. Co-ordinator accompanied the group. Miss Jogamaya Das, Head Mistress of the Girls' High School received them at the school gate. The whole group was first treated to breakfast and then taken round to the Industrial Centre, the Basic Primary & Secondary School and Training College and the library which is the centre of a rural circulating library system. There was, then, a short social function with variety entertainment by the pupils of the High School Department. Lunch was served at 1 P.M. A visit to the social service camp where pupils from the Girls' High School were engaged in building a road had been planned after this, but had to be dropped because sudden heavy rain rendered the village roads impassable. A discussion was, instead, conducted by Sri Subal Basu, the Head Master of the Boys' High School. The trainees felt that this discussion helped to dispel many of their doubts and difficulties.

The batch left for Calcutta after having tea at the Girls' High School. Everyone was impressed by the kind and generous hospitality of the Mission people.

The session ended on the 15th May with an "evaluation" meeting when the trainees met to fill up a folder and a questionnaire in lieu of final examinations.

The folder is intended as a permanent record of the trainees' achievement. In it they were requested to give lists of their work and reading and file copies of theoretical work done by them. Each trainee was requested to attach a photograph for purposes of identification in the future. These folders will remain open for them for entering reports of fresh work done by them in their schools.

The "Teachers' Quarterly" is now three months' old and just that much richer in experience.

A. Training Courses :

In the last three months the Department of Extension Services of the Institute of Education for Women has conducted two series of training courses and workshops for teachers.

The first series, already mentioned in the last issue

The questionnaire was meant for the evaluation of the course itself. It was adapted from the one prepared by the Department of Extension Services of the Department of Psychology and Education of the Maharaja Sayaji Rao University of Baroda. The trainees were able to express themselves frankly and boldly because they were requested not to sign their names.

The practical work done by the trainees was, on the whole, satisfactory. Some experimented with projects in their schools while others prepared plans to be taken up in this term. Some introduced objective tests in the half yearly examinations of their schools. The 'Apparatus Making Group' prepared a large number of rolling black boards. Each school sending trainees to this group was richer by two of these, one with the outline map of India and Pakistan and the other with that of West Bengal and East Pakistan. Some sun-dials and pictorial charts were also prepared. All apparatus, prepared by the trainees have been taken back to their schools for use in teaching.

On the 19th May there was a Social Gathering with exhibition of work and entertainment. Mrs. Mira Halder, District Inspectress of Schools for Calcutta and 24 Parganas, awarded the certificates.

The exhibition consisted of the apparatus prepared by the 'Apparatus Making Group' and of parts of projects worked out by the "Correlation and Projects Group" in their own schools during the pendency of the training courses. The following projects were exhibited.

Sakhawat Memorial Girls School—Market Day and Tea Garden.

Sri Siksayatana—Japan.

Kalighat Oriental Academy.—Sivaji

Ramdashati Free U. P. School—The New School.

Ballygunge Vidyalaya and Silpa Siksayatana—The Faked Fort (নকল গড়)

Gokhale Memorial Girls' School—The Car Festival.

These consisted of table top models and handwork much of which was done by school girls.

The entertainment consisted of a farce—'Spoken English' presented by the Spoken English "Group" under the guidance of Mrs. Banee Sarkar and music and a dance contributed by the pupils of Muralidhar and Sakhawat Memorial Girls' Schools respectively. Papers were read by some trainees and tea and light refreshments were served.

The second series of courses and workshops were conducted from the 4th to the 15th June 1956, with the same subjects except Spoken English. Fifty two trainees attended and 148 certificates were awarded. These courses were mainly meant for teachers from outside Calcutta a few of whom came daily by train while thirteen stayed in the Institute hostel? The majority of the trainees, however, were teachers from local schools.

Classes were held every day (except Sunday the 10th June) from 12 noon to 4 P.M. Resident trainees utilised the free mornings for study and 'Apparatus Making'. Some of the evenings were left free while other were utilised for general meetings lectures and rehearsals. Tea was served on such occasions. Miss Aderton, Cultural Officer of the U. S. I. S., Mr. Daud, Deputy Director of the Field Advisory Services of the All India Council for Secondary Education and Mrs. Nalini Das, Principle of the Institute of Education for Women were the speakers.

Folders and questionnaires (as in the previous session) were filled in by the trainees on the 15th June and the closing social was held on the 16th at 8 A. M.

Dr. J. C. Dasgupta, Asst. Director of Public Instruction distributed the certificates. A short farce in Bengali entitled—"Back to School" was presented by the trainees under the guidance of Mrs. Das. Two trainees read short papers and there were opening and closing songs. The apparatus prepared by the trainees were exhibited. This time there were only two rolling boards the place of honour being wrested by fretwork models with a close second in pictorial charts for the teaching of various school subjects. Paper mache work, in relief maps and some models, though few in number, was interesting. There was one album of 'Paper cutting' for concrete teaching of algebra and geometry.

The experience of the two courses has enabled us to form some idea of the relative qualities of term time and vacation classes.

The trainees felt the term-time courses to be very strenuous and some of the weaker vessels were unable to continue to the end as will be seen from the fact that only 92 had qualified for certificates though more than hundred had joined in the beginning. Also the number of those who had just fulfilled the minimum of attendance was very large among those who had qualified. Some had to come back again to the summer camp for a few days in order to earn their certificates. On the other hand, attendance at the 'Summer Camp' was cent per cent for almost all. The holidays made attendance easier and the shortness of the period reduced chances of illness.

The atmosphere of the term-time courses was more business-like and the work done was more practical and fruitful. The trainees were able to check continuously point of their workshop discussions in the practical field of the class rooms and effect necessary modifications and adaptations with the help of the workshop guides. This was not possible in the 'Summer Camp' because the schools were closed and work on the preparation of objective tests was not so thorough because of the shortness of time. A demonstration lesson, however, was organised by collecting some pupils of Sishu Vidyapith with the kind cooperation of the Headmistress and the enterprise of the teachers.

The real advantage of the 'Summer Camp' was in the scope for social contact and the cultivation of team spirit which it provided. It was wonderful how in less than two weeks' time, teachers from different parts of West Bengal, young and elderly, veterans and novices, blended themselves together into one corporate whole. It was definitely not a conglomerate of jaded school teachers but a college of the young in spirit.

This unification was lacking during the term time courses when many of the trainees hardly knew each other. This has led us to decide to introduce general meetings into term-time courses.

Another advantage of the holiday course was in the presence of teachers from outside Calcutta. This led to an interchange of ideas between the city, town and villages which is not generally possible. There were two teachers from industrial townships (Birlapur and Batanagar).

One flaw marred our pleasure in the 'Summer Camp' to a certain extent. Many of the teachers from outside Calcutta who had definitely enrolled with us failed to arrive. This involved us in some financial loss because meals had been prepared for them on the first day.

This has led us to decide to take a deposit of Rs. 3/- only on every moffusil application for the 'Autumn Camp.'

The 'Autumn Camp' however is not yet a certainty. A decision on this will be taken only if a sufficient number of moffusil entries are received by the 15th August, 1956.

B. Associations :

By far the most important of the associations with which we are connected is the Association of Head Mistresses. It has been decided that it will be named—'Pradhana Siksika Samity.'

The second meeting of the Association was held on the 21st April. Twenty five headmistresses were present. Mr J. C. Dasgupta, A D.P.I. initiated a discussion on 'How to give satisfactory reports to parents without holding too many examinations. This discussion was adjourned till the next meeting.

The third meeting was held on the 23rd June, 1956. Seventeen members were present. The Headmistresses of the Lake Girls School, Loreto St. Mary's and Holy Child Institute had brought with them specimen copies of record cards and books used in their institutions. The record card from recommended by the Board of Anglo-Indian Education and the booklet on Cumulative Records by Sri A.N. Basu were also discussed.

The Second meeting of the English Teachers Association [was held on the 16th May. Miss Ramola Lahiri of Loreto House (Middleton Row) opened the series of 'One Minute Self Introduction talks. Records lent by the British Council were played.

The second meeting of the Home Science Teachers Association was held on the 5th April. Miss Graves, Regional Home Science Adviser, Development Department, Govt. of West Bengal and Miss Shanti Chakravarti, Chief Instructor, Home Science Wing, Extension Training Centre, Fulia, were present in addition to a good number of Home Science Teachers. A preliminary discussion was held on the draft syllabus for 'Elements of Home Science' for Higher Secondary Schools as issued by the All India Council for Secondary Education.

The third meeting was held on the 10th May, 1956. Miss Graves was present, but attendance on the part of teachers was extremely poor. Further discussion on the draft syllabus and decision on affiliation to the All India Home Science Association was postponed indefinitely.

The experience of the English and Home Science Teachers' Associations compel us to say a few words about poor attendance. We should realise that the purpose of a professional association can be best served when there is the strength of numbers behind it and that we are bound to remain dumb and neglected without that strength. Attendance is a matter of special urgency in the case of the English Teachers' Association, for Spoken English courses of short duration can do us no good if we do not meet from time to time loosen our tongues and freshen our accent.

We have received requests for opening a permanent Arts and Crafts Centre at the Department for the preparation of Audio Visual Aids to education.

The Monthly subscription rate for such a Centre will be necessarily, higher than those for other associations. Our suggestion is that schools becoming members on payment of an admission fee of Rs. 2/- and a monthly subscription of Re. 1. will be entitled to send teachers

to the Department to work with the materials and instruments supplied from here and that expert help will be provided when the enrolment rises above fifteen.

What The Trainees Thought

As mentioned in the 'Review of work' we had issued a questionnaire to the trainees at the end of each of training courses, which they were able to fill in freely and frankly because it was not necessary for them to sign their names at the end. This questionnaire (as also has been mentioned before) was adapted from one issued by the Dept. of Extension service of the faculty of Education and Psychology of the Maharaj Sayaji Rao, University of Baroda. A random sampling of the answers is given below.

The First question was—'What was your purpose in joining the Training Course?—In answering this most of the trainees had mentioned the subjects chosen by them, eg, 'I was interested in new method examinations', 'I wanted to acquire skill in various kinds of map drawing'—'In order to speak English fluently' etc. Others were more general in their statements, eg—'To acquire knowledge'—'To be acquainted with new ideas,'—'To know new methods of teaching and apply them in school'.

The second question was - Has the purpose been served- completely / partially / not at all? - Almost all the trainees checked 'partial' none said 'not at all' while one stout optimist felt that her purpose was 'completely' achieved.

The third question was—In what way has the training course helped you? In this case also some mentioned their own subjects of study, eg, 'It has improved my pronunciation' or 'It has taught me to prepare objective test or that she was helped to plan some projects. Some said that the apparatus prepared and taken by them to there schools would be of great economic help. Others made more general statements that they had learnt 'to deal with classroom problems' 'easier and more simple teaching methods' or 'to acquire efficiency in teaching and to make it interesting.' One found that it was helpful to have met 'so many eminent educationists

The fourth question was—what reason do you ascribe to the satisfactory achievement/lack of achievement of the purpose of the training course? All trainees were of the opinion that the purpose has been satisfactorily achieved. The reasons were varied, here are a few typical examples 'Easy and systematic procedure'—'thorough discussions' 'sincere cooperation between trainers' and trainees' 'Helpful attitude of the professors etc. Most of the trainees, however, mentioned some points of dissatisfaction also, eg 'Books were not available' (We are very sorry that the library has not yet arrived) 'The apparatus Making classes were overcrowded'—The course was too short' etc. One said that she had suffered from 'indigestion' (mental, we hope !)

The fifth question was—What were the strong features in the work and procedure of the Training Course?—Most of the trainees mentioned their own subject in reply to this while some mentioned, the creation of a 'broad idea' or the advantages arising out of 'meeting teachers from different schools and exchanging ideas.'

The sixth questions was what do you consider to be its weak features? Some of the points mentioned here were the same as those stated in answer to the fourth question. Others were that sufficient practice was not given for spoken English in the March-May

course, the teaching was in some cases theoretical and notes were dictated. Some stated that there was 'side talk' amongst the trainees, the period for lectures was too long, they were too tired to study after a whole day of work at school while some felt that the season was badly chosen and it was too hot for concentration on work. Some thought that there was lack of coordination between different lectures on the same subject and others were sorry because they were not able to acquire 'complete knowledge'.

The seventh question was—should any items be eliminated in future? If so, which? Most of the defects mentioned in answer to the third and the sixth questions were repeated here while several of the trainees were of the opinion that nothing should be eliminated.

The eighth question was—should any items be added? If so, what? The greatest demand in this connection was for conversation classes in English. There were also demands for English Objective Tests, map drawing with reference to latitude, longitude, and also hills, railways, airways, crops, minerals, hinterlands etc'. Some asked for 'more language teaching' and others for 'practical demonstrations'.

The ninth question was—will you be able to give the benefit of the new ideas or new skills acquired here to the other members of your school staff? If not? why not? Most of the answers were in the affirmative. Some said that it would be possible 'partially' while others were doubtful because 'we get very short time to meet one another in school'—'they are uninterested and noncooperative' 'syllabus and timetable unsuitable' 'girls too weak' 'school too small' etc.

The tenth question was—will you be able to apply the new ideas or skills in your school? If not, Why not? In this case also the majority of the answers were in the affirmative while some said that the 'authorities' would not approve, the school will not be able to bear the increased expenditure or that there would be want apparatus and space.

The last question was—what other types of work would you like the Department of Extension Services to undertake to help you to be better teachers? Various valuable suggestions were received in this section which we will definitely try to carry out. A very large number of trainees asked for demonstration lessons by good teachers, training courses on other subjects and, from the 'English Methods Group' of the "Summer Camp",—more lectures by Mrs. Taylor. Some wanted to meet together occasionally to freshen up the memory of the Training Courses and learn about new developments in the field of education. Visits to good schools and library and recreational facilities were other suggestions. Some invited the Staff of the Department of Extension Services to visit their schools (which we will gladly and definitely continue to do). There were requests for "Camps" in other parts of Calcutta or West Bengal. Some wanted more thorough courses. One wanted an experimental school while another was ambitious enough to ask for a scholarship for studies in a foreign country.

Taking a general view of the questionnaire we do feel that our purpose has been 'partially' achieved, there is at least a wave of interest in education as a professional subject. We shall, however, try our best to mend our defects.

We shall try to make the "Courses" more practical, more in the nature of 'workshop' than of lectures and shall try to arrange for as large number of demonstration lessons as we can. We admit that the season for our March-May Courses was not happily chosen and shall try to hold the session next year during February and March. As for holding courses in other parts of the City and the State, it will depend on the teachers who are interested in organising them. There must be some 'place' a good management and the guarantee of a minimum attendance.

On the other hand, it will not be possible for us to provide for, 'complete and thorough knowledge' because it is not within our scope to do so. These courses are meant for teachers in service to provoke their thought and help them to work out better what they are already trained and practised to do. A complete training course was not even contemplated. Our view about providing more practice in Spoken English is similar, what has been provided is only a beginning and will have to be continued by the teachers in the English Teachers' Association. Providing an experimental school also, is not within our purview.—our field of experiment should lie in the activities of our trainees in their own schools.

ADVISORY COMMITTEE

The fourth meeting of the Advisory Committee was held on the 16th May. Mrs. N. Das (Principal, Institute of Education for Women & Director of the Department). Mr. K. K. Mukherjee, (Head of the Department of Education, Calcutta University), Mrs. Mira Halder (D. I. Schools, Calcutta & 24 Parganas, Mrs. Santi Banerjee (Head Mistress, Sakhawat Memorial School for Girls) Mrs. P. Gupta, Miss L. Ghose, (Staff Members), Mrs. Karlekar & Mrs. Sarkar attended. A report on the March May Course was given and the June course was considered. The manner of certifying & evaluating of the course was discussed. It was decided that several school subjects will be offered for the Rains & Autumn terms.

List of Books

Received from the U. S. I. S.

Further to the list published in the previous issue.

1. Measurement & Evaluation in the Elementary School — Greene, Jorgensen, Gerberich,
(Longmans)
2. Complete Course in English Robert J. Dixon.
3. Teaching and Learning English as a foreign Language. Charles. C. Fries.
4. Dick Davies Good Detective
5. Teachers Activity Book for a Program, in Nutrition & Health
6. Science Teaching U. S. I. S. Department of Health
In Rural & Small Town Schools Education & Welfare.
7. Tear Sheets for teaching „ Bridges for Ideas No 1
8. Bulleting Boards „ No. 2
9. Felt Boards „ „ No. 3
10. Inter group Education — In kindergarten & Primary Grades
11. The workshop way of Learning — Earl. C. Kelly.
12. The Workshop Book — Lincoln Torrey,
13. How to Teach You Child About Work — Public Affairs Pamphlet No. 210
14. Building a Better World—Ruth Strang & Others
15. Developing Community Schools—Atlantic City Reports.
16. A guidance Programme for Rural Schools — Glyn Morris
17. Conduct of School Community Centres
18. You and Democracy — Dorothy Gordon.

IMPORTANT NOTICE

The following books have been lost from our library, those who happen to find them please return.

1. Workbook Guide to Accompany - Home & Family Life series.
Work book No. 1
2. Lesson Plans for Readers. 1. 2. 3. „ „ „
3. Objective Tests in History & Civics - S. B. Purkait & Lina Roy.

List of Publications

Received from the other Departments of Extension Services

Central Institute of Education Delhi :

C. I. E. New Letter —6 & 7.

Educational Form - Vol I, No. 2.

Report of the Seminar on General Science.

Teaching of English to Beginners - a report.

Govt. Constructive training College,

Lucknow

Publication No, 5

Agriculture Workshop (Hindi)

College of Education Asmania

University.

Publication series No. 5.

Govt. Central Pedagogical Institute,

Allahabad

News Letter - 3. 6.

Publications 4, 5, & 7 Reports on Secondary

Education, Teaching of History and Geography,

Art Education.

Teaching Aids

A. G. Teachers' College, Bombay.

Pustika - No. 2, 3

Mentor Vol I, No. 3

Secondary Training College Bombay

News letter No. 5

The Miscellany

Old Student's Association Bulletin.

St Christophus Training College,

Madras.

An Exhibition of practical work in Indian Lang.

uages - Report of Refresher Course in

Geography.

Teachers' College, Mysore.

Brochure No. 2— Seminar on Problems Relating
to District Board and Municipal High Schools

Teachers' College, Srinagar.

Publication No. I—Extension Services Programme.
No. 2 News Letter.

Govt. Training College, Jullunder.

News Letter - No I.

Sri Ramkrishna Mission Vidyalaya**Teachers' College, Coimbatore.**

News Letter No. 2 & 3.
Monthly Review

Vidya Bhawan Govindram Seksaria**Teachers' College, Udaipur.**

Reports November 1955 to March 1956.

PRADHANA SIKSIKA SAMITI**LIST OF MEMBERS**

| Name | School |
|---------------------|--------------------------------------|
| Santi Banerjee | Sakhawat Memorial Girl's School |
| Sushama Sen Gupta | Lake School for Girls |
| Pranati Dey | Kamala Balika Vidyalaya |
| L. Mitra | Peary Charan Girls' High School |
| Mother Immaculate | Holy Child Institute |
| Mother Rosario | Loreto St. Mary's Training School |
| Anima Sen | Garifa Girls High School |
| Amiya De | Muralidhar Girls High School |
| Sabitri Roy | Surah Kanya Vidyalaya |
| Pushpamayee Bose | Ballygunge Shiksha Sadan |
| Basanti Das Gupta | Binapani Purdah Girls School |
| Priyabala Datta | Adarsha Balika Sikshayatan, Jadavpur |
| Sudha Debi | Sree Durga Balika Vidyalaya |
| Amiya Bhattacharjya | The Oriental Seminary for Girls |
| Mrs. V. Clarke | Modern High School |
| Lila Ghose | Bharati Girls School |

Phulrenu Guha
Uma Ganguly
Anjali Chatterjee
Nisha Chakravarty
Sovana Guha
Sudha Das
Latika Mukherjee
Latika Gupta
Nibha Das Gupta
P. Majumdar
P. Sircar
Leela Roy
Bidyutlata Mahalanobish
Aloka Dhar
Nilima Bhattacharjee
Sadhana Sen
Sashimukhi Bhadury
Jharna Dutta

Kalidhan Institution
Barasat Kalikrishna Girls High School
Shibpur Bhabani Balika Vidyalaya
Binodini Girls' School, Dhakuria
Kumudini Kanya Vidyamandir
Shri Aurobindo Balika Vidyalaya
Lake View Girls' High School
Calcutta Girls' Academy
Chetla Girls' High School
Sir Romesh Mitter Girls' School
Kalighat Oriental Academy for Girls
Baniban Girls' High School
Binapani Girls' High School, Uluberia
Belur Panchanantala Girls' Junior High School
Kalighat Mahakali Pathsala
Ballygunge Vidyalaya & Silpa Sikshayatana
Rajkumari Memorial Girls School
Dum Dum Girls High School

STATEMENT OF LECTURES GIVEN

MARCH--MAY COURSE

JUNE VACATION COURSE

| | | | |
|--------------------------------|--------|--------------------------------|-------|
| 1. Methods of Teaching English | | 1. Methods of Teaching English | |
| Miss Lotika Ghose | ... 8 | Mrs. J. R. Taylor | ... 3 |
| Mrs. Banee Sarker | ... 2 | Mr. B. Sarker | ... 2 |
| 2. Spoken English | | Miss L. Ghose | ... 9 |
| Mrs. J. R. Taylor | ... 4 | Total : | 14 |
| Mr. J. A. O' Brien | ... 3 | 2. Correlation of Subjects | |
| Miss Lotika Ghosh | ... 4 | D. Mahanta | ... 2 |
| Mrs. Banee Sarker | ... 1 | P. Gupta | ... 2 |
| Total : | 22 | L. Dasgupta | ... 2 |
| 3. Correlation of Subjects. | | N. Das | ... 1 |
| J. P. Lahiri | ... 5 | K. Pramanik | ... 2 |
| Prativa Gupta | ... 2 | B. Bhattacharjee | ... 2 |
| Santi Dutta | ... 2 | J. Lahiri | ... 2 |
| D. Mahanta | ... 1 | Total : | 13 |
| J. N. Dasgupta | ... 1 | 3. Objective Tests. | |
| K. Karlekar | ... 2 | L. Dasgupta | ... 2 |
| Total : | 13 | K. S. Gupta | ... 2 |
| Excursion | ... 1 | B. Bhattacharjee | ... 2 |
| Total : | 14 | J. Ganguly | ... 2 |
| 4. Objective Tests | | S. Dutta | ... 1 |
| Mrs. L. Dasgupta | ... 1 | D. Mahanta | ... 2 |
| D. Mahanta | ... 3 | Lina Roy | ... 2 |
| K. S. Gupta | ... 5 | Total : | 13 |
| Lina Roy | ... 2 | 4. Apparatus Making | |
| Romola Lahiry | ... 2 | K. L. Das | ... 6 |
| Sudha Dutta | ... 2 | J. Dutta | ... 2 |
| B. B. Bhattacharjee | ... 1 | K. Karlekar | ... 1 |
| Total : | 16 | B. Sarker | ... 2 |
| 5. Apparatus Making | | Total : | 11 |
| K. L. Das | ... 10 | | |

SCHOOLS PARTICIPATING IN THE COURSES

MARCH—MAY COURSE

Adarsha Balika Shikshayatan, Jadavpur
Ballygunge Vidyalaya and Silpa Shikshayatan
Binodini Girls' High School, Dhakuria
Calcutta Girls' Academy
Chetla Girls' High School
Deshapran Birendranath Institution
Dum Dum Girls' School
Entally Hindu Balika Vidyamandir
Gokhale Memorial Girls' School
J. S. K. C. Girls' High School
Kalighat Mahakali Pathshala
Kalighat Oriental Academy for Girls
Kalikrishna Girls' School, Barasat
Kanchrapara Girls High School
Konnagar Hindu Girls High School
Kumudini Kanya Vidyamandir
Loreto St. Mary's High School
Marwari Balika Vidyalaya
Monorama Institution
Muralidhar Girls High School
Park Circus Girls School
Rajkumari Memorial Girls High School
Ramdashati Free Primary School
Rukhmini Vidyamandir, Behala
Sakhawat Memorial Girls High School
Seth Soorajmull Jalan Balika Vidyalaya
Sir Romesh Mitter Girls High School
Sisu Vidyapith
Sunity Shiksalaya

JUNE COURSE

Amta Girls High school, Howrah
Balika Siksa Niketan
Ballygunge Vidyalaya and Shilpa Shikshayatan
Bamiban Girls High School
Bankim Ghose Memorial Girls High School, Kidderpore
Barlow Girls, High School. Balda
Batanagar Girls High School
Beltala Girls Morning School
Belur Girls High School

Binapani Girls School, Uluberia
 Binodini Girls School, Chinsurah
 Birlapur Vidyalaya
 Brojobala Girls School, Ranaghat
 Calcutta Girls Academy
 Chetla Girls High School
 Chittaranjan High School (Girls Section)
 Corporation School
 Deshapran Birendranath Institution
 Deshbandhu Balika Vidyalaya
 Dum Dum Girls School
 Kalidhan Institution
 K. A. G. High School
 K. C. Girls school, Jharia
 K. K. Hindu Academy, Dum Dum
 M. B. Vidyalaya
 N. M. Girls School, Shalbani
 Paharipur Girls Jr. High School
 Park Circus Girls High School
 Peary Charan Girls School
 R. S. Girls High School, Tamluk,
 Sammilita Udvastu Balika Vidyalaya
 Serampore Girls High School
 Sisu Vidyapith
 St. Thomas' Girls High School, Kidderpore
 Surah Kanya Vidyalaya.
 Sushilabala Girls H. E. School
 V. M. Girls Jr. School

OTHER PUBLICATIONS

Draft Syllabus for Higher Secondary Schools (All India Council for Secondary Education)
 Extension Services News letter---Nos. 1---5---(" " " ")
 Regional Seminear of Head Masters &
 Inspecting Officers---Mysore (Report)
 Bulletin of the West Bengal
 Head Masters' Association---Vol - V No. 1
 Educational Book Notes---The British Council. Books on Education--Orient Longmans Ltd.

TRAINEES WHO HAVE OBTAINED CERTIFICATES

MARCH—MAY COURSE

1. Objective Tests

| Name | School |
|-----------------------------|--------------------------------------|
| Nila Sen Gupta | Kanchrapara Girls' High School |
| Leela Banerjee | " " " " |
| Helen Dutta | Loreto St. Mary's Training School |
| Sadhana Guha | Sakhawat Memorial Girls' High School |
| Noorun Nissa | " " " " |
| Santana Nandy | Calcutta Girls' Academy |
| P. Banerjee | " " " " |
| Chitra Roy Chowdhury | " " " " |
| Champakrenu Ghose Chowdhury | Chetla Girls' High School |
| Chayanika Roy Choudhury | " " " " |
| Santi Banerjee | Dum Dum Girls' High School |
| Uma Majumder | Muralidhar Girls' High School |
| Renu Sen | " " " " |
| Basanti Sengupta | Shri Shikshayatan |
| Mukul Dasgupta | Muralidhar Girls' High School |
| Nina Banerjee | " " " " |
| Uma Sen | " " " " |
| Palash Biswas | Kumudini Kanya Vidyamandir |

2. Correlation of Subjects and Projects

*Susama Mundul

*Mira Banerjee

| | |
|------------------|---|
| Sheela Ghose | Sakhawat Memorial Girls' High School |
| Parul Sarkar | " " " " |
| Aruna Dutta | " " " " |
| Gouri Sen | Ballygunge Vidyalaya & Silpa Shikshayatan |
| Nilima Moitra | Kalighat Oriental Academy |
| Sunima Banerjee | Muralidhar Girls' School, |
| Amiya Dutta | Binodini Girls' High School Dhakuria, |
| Suhasini Dutta | Gokhale Memorial Girls' School |
| Archana Sengupta | Ballygunge Vidyalaya & Silpa Sikshayatan |
| Basanti Sengupta | Sisu Vidyapith |
| Sumitra Basu | Shri Shikshayatan |
| Santi Banerjee | Ramdashati Free Primary School |
| Helena Dutta | Dnm Dum Girls. School |
| | Loreto St. Mary's Training School |

3. Apparatus Making

Maya Chowdhury
Ava Sen
Lina Das
Leela Banerjee
Nila Sengupta
Promila Banerjee
Shyamali Sarkar
Mother M. Therese
Sulekha Goswami
Mother Bemadine
Aruna Dutta
Shefali Dam
Santi Banerjee
Mukul Dasgupta
Karabi De Sarkar
Chitra Roy Chowdhuri
Sandhya Ghosh Dastidar
Snehalata Ghose
Manasi Majumdar
Champak Chowdhury

J. S. K. C Girls. High School
Binodini Girls' High School
" "
Kanchrapara Girls' School
" "
" "
" "
Loreto St. Mary's Training School
" "
" "
Ballygunge Vidyalaya & Silpa Shikshayatan
" "
Dum Dum Girls' School
Muralidhar Girls' High School
Shri Shikshayatan
Calcutta Girls' Academy
Kalikrishna Girls' School, Barasat
" "
Shri Shikshayatan
Entally Hindu Balika Vidyamandir

4. Methods of Teaching English

Roma Sengupta
Banalata Sengupta
Susama Roy
Champak Chowdhury
Uma Dasgupta
Nina Banerjee
Uma Majumdar
Renu Sen
Nilima Chakravarty
Kanak Dutta
Chaya Dasgupta
Gouri Chatterjee
Nirmal Khanna
Jyotsa Gupta
Labanyalata Roy Chowdhury
Gita Sanyal
Champak Ghosh Chowdhury
Chayanika Roy Chowdhury

Konnagar Hindu Girls, H. E. School
Entally Hindu Balika Vidyamandir
Muralidhar Girls High School
Entally Hindu Balika Vidyamandir
Kalikrishna Girls' High School, Barasat
Muralidhar Girls' High School
" "
" "
Sishu Vidyapith
J. S. K. M. C. Girls' High School
" "
S. S. Jalan Girls, High School
" "
Kalikrishna Girls High School, Barasat
" "
Kalighat Mahakali Pathshala
Chetla Girls' High School
" "

Jyotsna Sen Gupta
 Rekha Kar
 Anjali Roy Chowdhury

Adarsha Balika Shikshyatan
 Rukmini Vidyamandir

" "

5. Spoken English

Banalata Sengupta
 Champak Chowdhury
 Protiva Ghose

Entally Hindu Balika Vidyamandir

" "

Muralidhar Girls High School

Susama Roy

" "

Aparna Roy

" "

Gouri Sengupta

" "

Ava Sen

Binodini Girls High School, Dhakuria

Sagarika Ghose

" "

Aruna Gupta

" "

Manjusri Chakravarti

" "

Gita Sen

" "

Chhaya Dasgupta

J. S. K. M. K. C. Girls High School

Kanak Dutta

" "

Kalyani Bhattacharjee

Kalighat Oriental Academy (for Girls)

Asoka Chatterjee

Park Circus Girls' School

Suniti Bhattacharjee

Kalighat Mahakali Pathsala

Kamala Lodh

" "

Tusharika Ghose

Monorama Institution

Gouri Gargari

Monorama Institution

Sandhyarani Das

Marwari Balika Vidyalaya

Anima Dasgupta

Park Circus Girls School

Indira Kunda

Sakhawat Memorial Girls School

Anima Deb

" "

Labanyalata Roy Chowdhury

Rajkumari Memorial Girls High School

Pramila Sen

" "

Sabita Das

Monorama Institution

Gita Sengupta

Binodini Girls School, Dhakuria

Aparna Misra

" "

Monisha Ghosal

Calcutta Girls Academy

Banalata Ghosh

Sakhawat Girls High School

Priti Guha

J. S. M. K. C. Girls Academy

Sabita Chatterjee

S. S. Jalan Balika Vidyalaya

Nilima Chatterjee

" "

Hiranmoyee Chatterjee

Park Circus Girls H. E. School

Gita Sengupta

Ramesh Mitter Girls High School

Maya Chowdhury

" "

Aparna Sen

Deshapran Birendranath Institution

Sulekha Bhowmik

Sunity Shiksalaya

Sabita Basu

Nilima Chakravarty

Asha Das

Bela Neogy

Shovana Sinha

Jyotsna Sengupta

Sisu Vidyapith

" "

Calcutta Girls Academy

" "

Adarsha Balika Shikshayatan

June Course * Trainees achieving maximum attendance**1 Objective Tests**

Bidyutlata Mahalanobish

Leela Roy

Uma Roy

Kalpana Chakravarty

Renukana Sarkhel

Chitralakha Dasgupta

Kamala Pal

Bhakti Biswas

Nilima Mukherjee

Tara Lahiri

Bani Dasgupta

Asoka Chatterjee

Sobha Banerjee

Latika Dasgupta

Rangamayee Gupta

Sulekha Bhowmick

Agamani Lahiri

Sudha Roy

Banchayita Roy Chowdhury

Krishna Ghosh

Dipti Ghosh

Mamata Dutt

Phullendu Chakravarty

Minoti Sen

Renuka Pathak

Maya Sen

Satisova Dasgupta

Monisa Dasgupta

Annapurna Biswas

Namita Chowdhuri

Bijon Ray

Angur Das

Chandrika Roy Chowdhury

**2. Correlation of Subjects
and Projects**

Aruna Bhattacharya

Hemlata Roy Chowdhury

Binapani Girls' School, Uluberia

Baniban Girls' High School

" "

Serampore Girls High School

K. K. Hindu Academy, Dum Dum

" "

Batanagar Girls School

" "

" "

Belur Girls School

Kalidhan Institution

Park Circus Girls High School

B. B. Girls School, Ranaghat

" "

Amta Girls School.

Deshpraa Birendranath Institution

Corporation School

Chetla Girls High School

" "

" "

Binodini Girls School, Chinsurah

" "

Dum Dum Girls School

" "

Kirti Chandra Girls School

Ballygunge Vidyalaya & Silpa Shikshayatan

" "

Chittaranjan High School

Barlow Girls High School

Desbandhu Balika Vidyalaya

K. A. G. H. School

N. M. Girls School, Shalbani

B. G. M. Girls School, Kidderpore

Sisu Vidyapith

RR- Social Studies for our Schools

M. C. GHOSE M. Sc. Training in Education (Paris)

Formerly Research Fellow in Education (Paris University)

Lecturer, Teachers' Training Department,

Calcutta University.

The introduction of the new subject of Social Studies into the curriculum for school children will be significant only if we can evolve a proper approach to the subject and systematize its instructional materials and organize all useful equipments that are necessary for aiding both teaching and learning. The foremost concepts of human relationship, such as democracy, internationalism and perpetual peace, can never take shape as realities in human lives unless teachers take care to form right notions and attitudes in children through their teaching of Social Studies. Although new, the subject is not altogether new to the school world; subjects such as History, Geography, Civics, Stories and Mythologies which are all familiar to children, are the chief components of the subject. Yet from another point of view we can say that despite its intimate connection with these common place school subjects the subject of Social Studies emerges as a new one. A great educational advantage, however, accrues from this; we can utilize these subjects as an approach to Social Studies just as we use Nature Study as a natural approach to Science.

The subject of Social Studies is invaluable from the point of view of Education. It is valuable for educands for obvious reasons and valuable for teachers for technical reasons. The school must be considered as a society because various social processes are known to be present there. All these processes are not tame and passive; most of them are truly dynamic. They act as forces which beat upon the lives of students and change, modify and influence them in certain specific ways. The greatest mistake that teachers make is the formation of the unconscious idea that school children are isolated units sundered from each other. There is no harm in considering them as individuals but it must be remembered that they are individuals belonging to the school community. There is a great deal of difference between an isolated individual and an individual belonging to a community. And if teachers are to guide the destiny of children through education they must know the workings of these Social forces which tend to shape their lives in Schools. An outline of the knowledge of Sociology seems imperative for teachers, for it can help them to become fit for tackling effectively all school problems which are social in nature. Are not the concepts of discipline, punishment cooperation, tradition and the like that are useful to school teachers, natural in the minds of those who know them from their studies of societies? Do not our concepts of right and wrong, morality and immorality and justice and injustice owe their origin to social mediums and require social conditions for their appearance in individual minds? All these and a world of other considerations conspire to develop the modern concept of the Sociological Interpretation of Education; Sociology is destined to enrich the education of the future. Teachers are

not required to be past masters in sociology; only they must have clear notions of the fundamentals of the Subject.

Herbert spencer compared Society to an organism. The statement that society is an organism may not be scientifically precise but it is replete with meaning and is quite useful only if we do not stretch the analogy too far.

We recognize social forces and social processes much as we recognize biological forces and physiological processes. The use of the term 'force' which has been borrowed from Physical Science is justified because social forces are, in a sense, akin to the forces of nature. The social forces of gregariousness, love of power, lust for supremacy, hunger for acquisition and the like are not unlike the forces of heat electricity on gravity. Whatever may be the manifestations of these social forces their roots are always in instincts and the social medium is the incubator of social processes. Some of these social processes are so much dependent upon social mediums for their formation that sociologists have rightly named them "social Instincts".

In the highest form of Indian Philosophy it is presumed that the visible world is an illusion and that reality which is invisible, resides at the back of the visible world and as such one must shake off one's darkness of ignorance to be able to perceive this reality. The concept holds good in the field of our social life. Social processes are taking place always around us but we cannot see them really. What we can see are their objective phases only; the processes themselves are invisible because they are subjective. The world lives in ideas and the statement becomes profoundly correct if we consider the spiritual elements of human culture. Since our Art, Literature, Music Philosophy and Religion are the systematized bodies of our ideals and beliefs, they are all mental entities. Buildings, libraries, museums, laboratories, equipments and machineries do not constitute our institutions; they are but the outer garbs. The soul of a university resides in our minds. If by some mysterious catastrophe all the materials objects—books, libraries, museums, art galleries, laboratories and so on perish man will soon be able to construct them for the guiding spirits of all these reside in the social mind of man.

Labanya Das Gupta
Ashalata Sen
Nilima Chakravarty

Asoka Chatterjee

Bina Chowdhury

Sanchita Sen

Arati Sengupta

Manurani Sinha

Usha Roy

Arati Sarkar

Pratima Bhaumick

Prity Sengupta

Iris Neogy

Bina Banerjee

Renuka Banerjee

Deepa Chatterjee

Bani Dasgupta

Chhaya Nag

Nirupama Gupta

Hiran Mukerjee

3. Apparatus Making

Agamoni Lahiri

Sudha Ray

Krishna Ghose

Sanchiyita Roy Chowdhury

Sabita Brahma

Chandrika Roy Chowdhury

Usha Roy

Pratima Bhowmik

Prity Sengupta

Bhakti Biswas

Kamala Pal

Nilima Mukherjee

Renuka Banerjee

Bina Banerjee

Mamata Dutta

Dipti Ghosh

Arati Sarkar

Sanchita sen

Angur Das

Manurai Sinha

Nilima Chakravarty

Sisu Vidyapith

" "

" "

Park Circus Girls High School

Beltala Girls Morning School

Deshbandhu Girls High School

Paharipur Girls Jr. High School

B. G. M. Girls High School

Sushilabala Girls H. E. School

R. S. Girls High School, Tamluk

Birlapore Vidyalaya

St. Thoms' Girls School, Kidderpore

Balika Siksa Niketan.

" "

" "

Kalidhan Institution

M. B. Vidyalaya

Sammilita Udbastu Balika Vidyalaya

Surah Kanya Vidyalaya.

Corporation School

Chetla Girls High School

" "

" "

" "

B. G. M. Girls School, Kidderpore

" "

R. S. Girls H. E. School, Tamluk

Birlapur Vidyalaya

Batanagar Girls High School

" "

" "

Balika Siksa Niketan

" "

Binodini Girls High School, Chinsurah

" "

Sushilabala Girls High School

Beltala Girls School

N. M. Girls Jr. High School

Paharipur Girls Jr. H. School

Shishu Vidyapith.

Ashalata Sen
 Hemlata Roy Chowdhury
 Aruna Bhattacharya
 Chhaya Nag
 Phullendu Chakraborty
 Minati Sen
 Renuka Pathak
 Nirupama Gupta
 Iris Neogy
 Bani Dasgupta
 Hiran Dasgupta
 Tara Lihiri
 Rangamayee Gupta
 Sobha Banerjee
 Annapurna Biswas
 Bijon Roy
 Sulekha Bhaumik
 Hiran Mukherjee
 Latika Dasgupta
 Monisa Dasgupta
 Satisova Dasgupta

4. Methods of Teaching English

Leela Roy
 Uma Roy
 Ashalata Sen
 Hemlata Roy Chowdhury
 Labanya Dasgupta
 Bidyutlata Mahalanobish
 Kalpana Chakravarty
 Nilima Mukherjee
 Bhakti Biswas
 Kamala Pal
 Prity Sengupta
 Rangamayee Gupta
 Latika Dasgupta
 Sobha Banerjee
 Arati Sengupta
 Renuka Sarkhel
 Chitralkha Dasgupta
 Sudha Roy
 Krishna Ghose
 Sanchita Roy Chowdhury

Sisu Bidyapith
 " "
 " "
 M. V. Vidyalaya
 Dum Dum Girls School
 " " " "
 Kirti Chandra Girls High School
 Sammilita Udvastu Balika Vidyalaya
 St. Thomas' Girls School, Kidderpore
 Kalidhan Institution
 Peary Charan Girls School
 Belur Girls School
 Amta Girls High School, Howrah
 B. B. Girls School, Ranaghat
 Barlow Girls High School, Malda
 K. A. G. H. School
 Deshapran Birendranath Institution
 Surah Kanya Vidyalaya
 B. B. Girls School
 Chittaranjan Girls School
 Ballygunge Vidyalaya & Silpa Shikshayatan

Baniban Girls High School
 " "
 Sisu Vidyapith
 " "
 " "
 Binapani Girls High School, Uluberia
 Serampore Girls High School
 Batanagar Girls High School
 " "
 " "
 Birlapore Vidyalaya
 Amta Girls High School
 B. B. Girls School, Ranaghat
 " "
 Deshbandhu Girls High School
 K. K. Hindu Academy, Dum Dum
 " "
 Chetla Girls High School
 " "
 " "

Sabita Brahma
Phullendu Chakraborty
Minati Sen
Bina Chowdhury

Bijon Ray

Usha Ray
Chandrika Roy Chowdhury

Tara Lahiri

Agamani Lahiri

Monisa Dasgupta

Satisova Dasgupta

Maya Sen

Annappurna Biswas

Arati Sarker

Hiron Dasgupta

Renuka Pathak

Chitra Roy Choudhury

Santana Nandy

Iris Neogy

Namita Chowdhury

Angur Das

Asoka Chatterjee

Pratima Bhawmick

Manurani Sinha

Dipti Ghose

Mamata Dutta

Bani Dasgupta

Deepa Chatterjee

Chetla Girls High School

Dum Dum Girls High School

" "

Beltala Girls School

K. A. G. H. School

B. G. M. Girls School

" "

Belur Girls School

Corporation School

Chittaranjan Girls School

Ballygunge Vidyalaya & Silpa Shikshayatan

" "

Barlow Girls High School, Malda

Sushilabala Girls Jr. High School

Peary Charan Girls School

K. C. Girls School, Jharla

Calcutta Girls Academy

" "

St. Thomas' Girls School

Deshbandhu Balika Vidyalaya

N. M. Girls School

Park Circus Girls School

B. S. Girls High School, Tamluk

Paharipur Girls Jr. High School

Binodini Girls High School, Chinsura

" "

Kalidhan Institution

" "

The majority of trainees achieved maximum attendance during this course.

WORK DONE BY THE TRAINEES

MARCH—MAY COURSE :—

1. Objective Tests

| Name of Trainees | Name of Schools | Subjects |
|-------------------|-------------------------------------|-------------------------------|
| Leela Banerjee | Kanchrapara Girls High School | Geography, History |
| Shyamali Sarkar | " " | Geography, Chemistry, Physics |
| Palash Biswas | Kumudini Kanya Vidyamandir | Geography, English |
| Sadhana Guha | Sakhawat Memorial Girls High School | " " Science |
| Basanti Sengupta | Shri Shikshayatan | History |
| Noorun Nissa | Sakhawat Memorial Girls School | " English |
| Bela Niyogi | Calcutta Girls Academy | English |
| Nina Banerjee | Muralidhar Girls High School | " |
| Uma Majumdar | " " | " |
| Mukul Dasgupta | " " | Geometry |
| Renukana Sengupta | Sakhawat Memorial Girls High School | Mathematics |

2. Correlation of Subjects and Projects

| | | |
|------------------|---|---------------------|
| Amiya Dutta | Gokhale Memorial Girls School | Rather Mela Project |
| Basanti Sengupta | Shri Shikshayatan | Japan |
| Parul Sarkar | Sakhawat Memorial Girls School | Hat |
| Mira Banerjee | " " | " |
| Suhasini Dutta | Ballygunge Vidyalaya & Silpa Shikshayatan | Nakalgarh |
| Aruna Dutta | " " | " |
| Nilima Moitra | Muralidhar Girls School | Banking |
| Susama Mundul | Sakhawat Memorial Girls School | Tea |
| Sheela Ghose | " " | " |
| Sumitra Basu | Ramdashati P. P. School | The New School |

3. Apparatus Making

| | | |
|------------------------|---|--|
| Leela Banerjee | Kanchrapara Girls School | Outline map of India, Sundial, Picture Chart |
| Pramila Banerjee | " " | " " |
| Shyamali Sarker | " " | " " |
| Aruna Dutta | Ballygunge Vidyalaya & Silpa Shikshayatan | " " |
| Sephali Dam | " " | " " |
| Sandhya Ghose Dastidar | Kalikrishna Girls School | Outline maps of India and Bengal |
| Snehalata Ghose | " " | " " |

| Name of Trainees | Name of Schools | Subjects |
|---------------------|-------------------------------------|---|
| Manasee Mujumdar | Shri Shikshyatan | Outline map of India, Papier mache work Alpana |
| Ava Sen | Binodini Girls High School Dhakuria | Outline map of India |
| Chitra Roychowdhury | Calcutta Girls Academy | „ „ Sundial |
| Santwana Nundy | „ „ | „ „ |
| Maya Chowdhury | J. S. M. K. C. Girls High School | „ „ Picture chart |
| Karabi De Sarkar | Shri Shikshayatan | „ „ Alpana |
| Lina Das | Binodini Girls School | Out line map of Bengal, Sundial |
| Santi Banerjee | Dum Dum Girls School | Picture Chart |
| Mukul Dasgupta | Muralidhar Girls High Schools | Rolling blackboard. Pythagoras' Theorem in wood |

4. Methods of Teaching English

| | | |
|--------------------|----------------|--|
| Nilima Chakravarty | Sisu Vidyapith | Brought Class VIII girls for demonstration lesson. |
|--------------------|----------------|--|

5. Spoken English

| | | |
|------------------------------|--------------------------------------|---|
| Anima Dasgupta | Park Circus Girls School | Participated in the drama "Spoken English" at their closing function. |
| Asoka Chatterjee | „ „ | |
| Aparna Sen | Sir Ramesh Mitter Girls School | |
| Nilima Chakravarty | Sisu Vidyapith | |
| Indira Kunda | Sakhawat Memorial Girls School | |
| Gouri Sen | Muralidhar Girls High School | |
| Kamala Lodh | Kalighat Mahakali Pathshala | |
| Gita Sen | Binodini Girls High School, Dhakuria | |
| Geeta Sengupta | Park Circus Girls High School | |
| Nilima Chatterjee and others | S. S. Jalan Balika Vidyalaya | |

WORK DONE BY TRAINEES OF THE JUNE COURSE

Objective Tests

| | | |
|--------------------|--|-------------|
| Annapurna Biswas | Barlow Girls High School, Malda | Geography |
| Mamata Dutta | Binodini Girls' High School, Chinsurah | „ |
| Sobha Banerjee | Brajabala Girls' High School, Ranaghat | „ |
| Angur Das | N. M. Girls' Junior High School, Shalbandi | „ |
| Latika Dasgupta | Brajabala Girls' High School, Ranaghat | „ |
| Satisova Dasgupta | Ballygunge Vidyalaya | Geo. & His. |
| Kalpna Chakravarty | Serampore Girls' High School | History |
| Minati Sen | Dum Dum Girls High School | History |

| Name of Trainees | Name of Schools | Subjects |
|-------------------------|--|--------------------|
| Tara Lahiri | Belur Girls' School | History |
| Rangamayee Gupta | Amta Girls High School, Howrah | " |
| Manisa Dasgupta | Chittaranjan High School | " |
| Bhakti Biswas | Batanagar Girls' High School | " |
| Sulekha Bhaumik | Deshapran Birendranath Institution | " |
| Kamala Pal | Batanagar Girls' High School | " |
| Dipti Ghosh | Binodini Girls' High School, Chinsurah | " |
| Renukana Sarkel | K. K. Hindu Academy, Dum Dum | English |
| Uma Majumder | Muralidhar Girls' H. E. School | " |
| Bidyutlata Mahalanobish | Binapani Girls' High School | Geometry |
| Leela Bay | Baniban Girls' High School | " |
| Mayarani Sen | Ballygunge Vidyalaya & Silpa Sikshayatan | Science & Geometry |

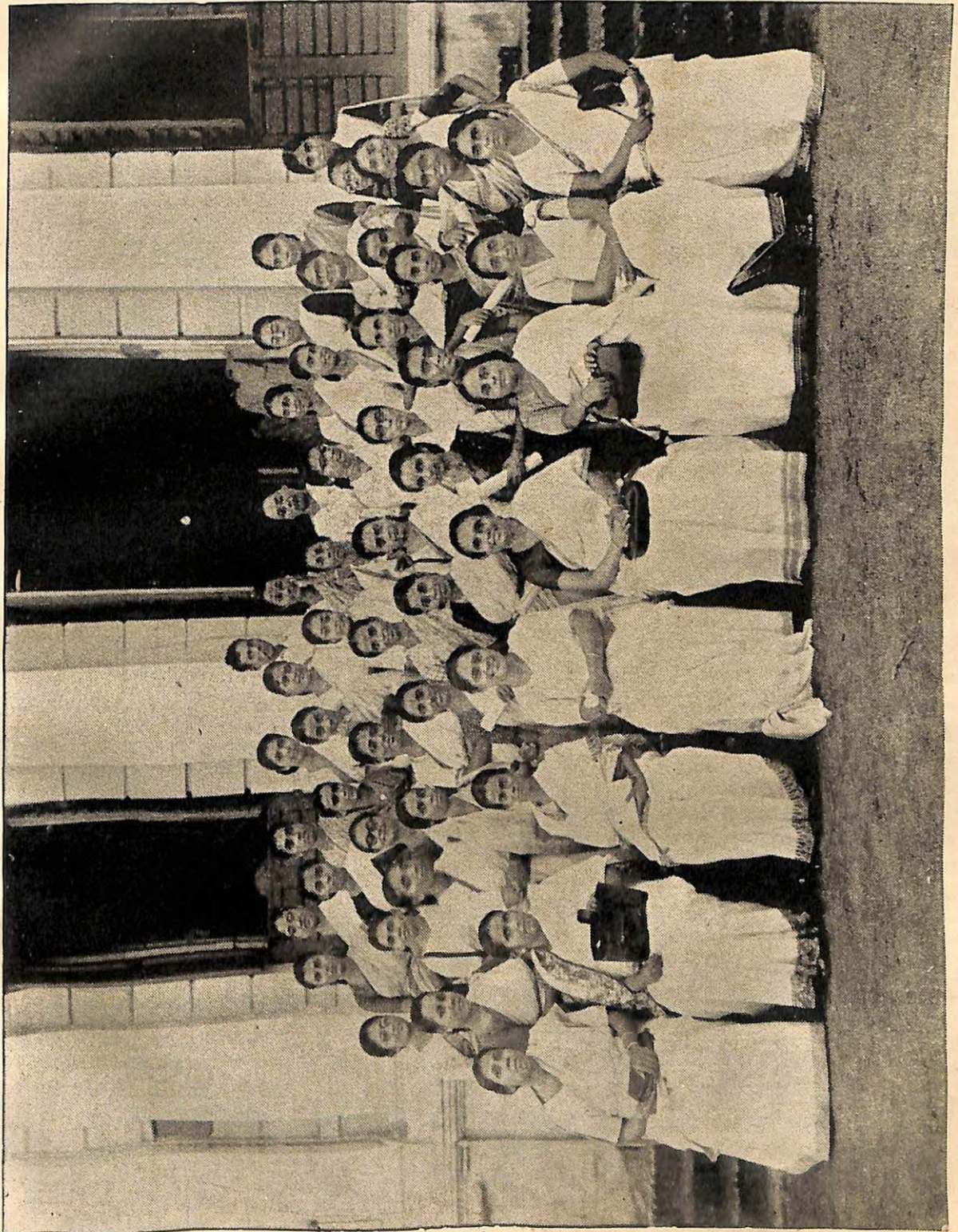
Correlation of Subjects

| | | |
|-----------------------|----------------|-----------|
| Labanya Dasgupta | Sisu Vidyapith | Pujarini. |
| Hemlata Roy Chowdhury | " " | " |

APPARATUS MAKING *

| | | |
|--------------------------|-----------------------------|--|
| Hiron Mukherjee | Surah Kanya Vidyalaya | Fretwork model, Clock, bird in paper pulp |
| Chhaya Nag | Marwari Balika " | Chart (Paper cutting) |
| Aruna Bhattacharyya | Sisu Vidyapith | Geometrical figure (paper cutting). |
| Nirupama Gupta | S. U. Balika Bidyalaya | Chart of cultivation of vegetables |
| Nilima Chakravarty | Sishu Vidyapith | Geography, Histoty, English Charts. |
| | | Relief map of India |
| Ashalata Sen | " " | Geography Chart, " " |
| Sudha Roy | Chetla Girls School | Paper pulp work. |
| Hironprova Dasgupta | Peary Charan Girls' School | Paperpulp-A house of the Eskimos |
| Iris Neogy | St. Thomas' Girls School | English chart |
| Bijan Ray | D. A. G. H. School | Fretwork model, |
| Renuka Pathak | K. C. Girls High School | Fretwork, Phonetics chart. |
| Manurani Sinha | Paharipur Girls School | Fretwork, counting chart, rolling map, relief map, language chart, geometry diagram. |
| Bani Dasgupta | Kalidhan Institution | Outline map of India. |
| Uma Ray | Baniban Girls' School | Apparatus in English & Mathematics |
| Renuka Banerjee | Balika siksha Niketan | Fretwork. |
| Bina Banerjee | " " | Fretwork, Hygiene chart, model of Rabin-dranath, relief map of India |
| Arati Sengupta | Deshbandhu Balika Bidyalaya | English Chart. |
| Sabita Brahma | Cheatla Girls H. E. School | Model. |
| Sanchayita Roy Chowdhury | " " | Charts. |

| Name of Trainees | Name of Schools | Subjects |
|-----------------------|------------------------------------|---|
| Agamani Lahiri | Corporation School | Picture Album, Paper pulp work. |
| Arati Sarkar | Sushilabala Girls' Jr. H. School | Physical map of India, Chart. |
| Pratima Bhawmik | P. S. Girls' High School | Fretwork, chart in picture composition. |
| Prity Sengupta | Birlapur Vidyalaya | Fretwork, Relief map of India, Animal chart. |
| Phullendu Chakrabarty | Dum Dum Girls School | Fretwork, Relief map outline map, counting chart. |
| Hemlata Roy Chowdhury | Sisu Vidyapith | Damodar Valley Project, English chart, Fretwork. |
| Dipti Ghosh | Binodini Girls' School | Fretwork, Geometry chart. |
| Sulekha Bhawmik | Deshapran Birendranath Institution | Fretwork, paper pulp. |
| Manisa Dasgupta | Chittaranjan High School | Outline map of India |
| Sobha Banerjee | Brajabala Girls' School | Fretwork, picture composition chart. |
| Rangamayee Gupta | Amta Girls' School, Howrah | Fretwork, Picture composition, on chart. |
| Tara Lahiri | Belur Girls' School | Fretwork, picture composition on chart. |
| Minati Sen | Dum Dum Girls' High School | Fretwork. |
| Mamata Dutta | Binodini Girls' School | Outline map, Geometry chart. |
| Annapurna Biswas | Barlow Girls' High School | Outline map of North America, models of the work of river and fold mountain, map of 1st 5 year scheme for improvement, English picture chart. |



RAINS TERM TRAINEES — 1956.
Mrs. Karlekar and Mrs. Das at the Centre.

Teachers'

Quarterly

Vol. 1. No. 3. September 30, 1956

Foreword

What does it all mean ?

Usually we are so busy covering the syllabus, examining, grading, promoting, that we have hardly any time to ask ourselves such fundamental questions as what we are aiming at in our schools and whether our aims are being properly realised by the methods we are following.

Educators have differed in their opinions as to whether attainment of 'culture' or information with the greatest utilitarian value should have greater importance, whether intellectual development, character formation or attainment of a healthy mind in a healthy body is the supreme aim of education. But curriculum makers have drawn their inspiration from many sources and prepared complex curricula for this complex age—selecting certain activities for the formation of the pupils' character and so on. Passing of tests and examinations have never been regarded by any educator to be the aim or any part of the aim of education. But these examinations devised for the sake of testing of knowledge only have gradually attained such disproportionate importance that preparing and coaching for the examinations often seems to be the one supreme aim of education.

We teachers, seem to find ourselves in the grip of some immense, fast moving and complex machinery, so that we can hardly think or act for ourselves. It is hurry, hurry, hurry all the time, finishing books, covering syllabuses, coaching for examinations and, finally the 'Examination' itself with all its paraphernalia—correction, grading, promoting etc.

'What is it all about ?' asks the child to himself. The whole structure of education, erected for his benefit, frightens, repels and bores him at the same time. He is keenly interested in the world of his environment, but does not like the geography lesson ; he wants to know all about men, but the history book bores him, he who is bubbling to express himself is tongue tied in the conversation class.

What is it all for ? The huge and complex structure built by the adult for the education of his child defeats its own purpose by not being acceptable or understandable to the child. The teacher, unable to help the child in his bigger problem, devotes his time and energy to helping the child to learn his lessons for some such extraneous aim as passing examinations, getting degrees and securing jobs or some status in life. The child, in his turn learns the lessons so dull and meaningless to him more or less faithfully, depending on home circumstances, school environment and native capacity. There is a consequent huge wastage of youthful energy. Even those who are successful find that the School Final certificate is not equivalent to the cultural, utilitarian or character values aimed at. The drama is repeated year after year and half our children have their hopes blighted by failure while others spend all their time and energy in attaining a hollow success.

Actually, the picture is not quite so gloomy in any particular school. Individual teachers are sometimes able to break out of the dead, mechanical system and impart real living knowledge to children with more or less success. The dull topics in the book to be learnt for some examination or other are suddenly transformed into concrete facts of real life and acquire a new interest and meaning of their own. A new spirit is introduced into the small, overcrowded classroom.

We have also noticed a new enthusiasm in the teachers who come to our Refresher Courses. Tired and over worked as they are, they still seem to be eager to try out new ideas and better methods of teaching. They seem to be keenly interested in doing what they are doing and doing it well.

What we do not have sufficient information about is that how much of this is actually translated into action and how much more can be. We should like to follow the teacher back to her class room to see how much theory is put into practice. We should like to have discussions with the head mistresses on concrete and actual classroom situations and on how much experimentation can be done in the classroom teaching methods. We should like to help concretely in these experiments and last, but not the least, we should like to publish news of such experiments by the pioneers who would take up such work successfully in spite of all difficulties.

The teaching world will be benefited, no doubt, by detailed information about such successful experiments and learn not only from their success but also take heed from their difficulties and avoid the self-same pitfalls.

The Teachers' Quarterly intends to publish descriptive news of a few classroom projects, with concrete results, which have been completed by some of the more enthusiastic teachers who joined our courses. We are awaiting news from some others who have started on new experiments or are planning to do so in the near future. We are also inviting news from others not directly connected with us, but working individually on the problems, who indirectly belong to the group of workers who are to free education from the stifling bonds of mechanical rote learning.

Nalini Das M.A.

***Projects and the Project Method :**

What is a Project ?

By

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What is a project ? A project has been defined as a "problematic act carried to completion in its natural setting." In a Project there is the insistence on a problematic situation demanding real initiative, judgment, ability to think for oneself as well as with the group, planning for the attainment of an end-result and purposiveness. It is a reaction—a protest against the passive acceptance of mere information by the child and the general tendency to mere reproduction by memory work. It is fundamentally a theory of teaching and its formulation by its sponsors is a great step forward in the development of educational method and educational practice. It rests on the thesis—how could youths better learn to live than by actually trying the experiment of living ? Education is basically reconstruction or reorganisation of race experience by the child through activities. A particular artificiality attaches to much of what is learned in schools in the habitual way, because the end of education is regarded as synonymous with mere mastery of information and not its application to life-problems. The sponsors of the Project method insist that there should not be any material difference between class-room practice and practice outside of school i.e. education must be imparted through actual experience acquired in the natural setting as far as conditions permit. Since under the Project method there is to be no difference between class-room practice and practice outside of school, the child must use the same materials and data in a way no different from what it would be if it were done outside of school.

Projects in the Primary and Lower School.

In the primary and lower forms of the secondary school there should not be any difficulty in translating practically the entire syllabus into big or small projects, because of the essentially undifferentiated approach to school-subjects particularly in the primary basic stage. The difficulty lies with the higher forms of the middle school i.e. classes VII—VIII in which it is suggested that only that part of the curriculum which can be covered by Projects, should be singled out for treatment through this method, the rest being dealt with by formal class-lessons. In order to do this, it will be necessary for the teacher to decide as scientifically as possible what fundamental principles, facts, processes, skills and habits of a particular subject should be mastered by the child and then to select not single Projects but groups of Projects so arranged that selection of Projects is made possible with the certainty that all

essential facts, processes, skills etc. will be covered, After these facts etc. have been introduced and taught by the Project method, the material should be arranged in a logical order and drilled until a systematic grasp of the subject is ensured. All Projects must be followed up and supplemented by a systematic presentation, logical organisation, review and repetition.

A Project must be a complete experience

A Project constitutes a complete experience which the agent projects, purposes, and within limits sees through to completion in a natural setting. This natural setting provides a strong motive. The interest comes from associative connections from many sources. If the pupil has a specific goal which he understands and if he knows the difficulty which he has to solve, there is little doubt that he will be able to select intelligently the material needed for the solution. As for example a boy wishing to construct a telegraphic apparatus in the school work-shop will be motivated to gather all relevant information regarding batteries, wiring, electromagnets, making and breaking of circuits etc. He will learn just the thing he needs for the task in hand. He will realize the full significance of the various facts. One learns the things needed for directing action in connection with the situations in which the action is to take place and just previous to the drawing up of the plans, knowing and doing should go together.

Recasting the curriculum for the purpose of Projects—An Example :—

For the purpose of Projects the curriculum may have to be reorganised. Topics in the traditional curriculum are presented from a logical standpoint. Logical organization demands that the materials be put together so that there are no omissions and each topic can be given its relative place in some sort of scheme previously determined. The curriculum will have to be recast for the purpose of undertaking projects from a psychological standpoint. I will give you a specific example from the syllabus prescribed for Arithmetic for classes VI to VIII.

A. Everyday Arithmetic (through Shop Projects or Co-operative Stores Project or Post Office Project.)

Fundamentals of buying and selling—wholesale and retail prices—cash and credit purchases—Post office transactions and keeping of accounts in Savings Bank.

B. Trade Arithmetic (through Bank Projects and Shop Projects) Profit and loss, percentage, trade discount, commission, brokerage bills and invoices, bills of exchange, bank discount, interest.

C. Arithmetic of Investment (through Bank Project, Post Office Project, Insurance Project or Limited Co., Interests (Simple and Compound), Savings Bank, Provident Fund, Investment in Lands, Houses, Govt. Paper, Stocks and Shares—Assets and Liabilities Dividend, Balance sheets.

D. Arithmetic of civic Life (through Projects on a Co-operative society, Municipality Projects or School Parliament). Government and Municipal Budget, Taxes and expenditure for services, Govt. Loan, Municipal Loan, Joint Stock Co, Co-operative Societies.

E. Arithmetic of Social and Experimental Sciences. Statistical Tables, Probability, Mean, Median and Standard Deviation Correlation Formula.

A selected list of Basic Projects compulsory for all schools for background knowledge.

General Principles

There are certain basic Projects which should be compulsory for all schools as these are designed to give the participating children a solid substratum and background of knowledge founded on actual experience which will be necessary for the proper understanding of school subjects. Before taking in hand these basic Projects teachers should be well advised to follow the following procedure :—

1. Plan the Project. i.e. discuss with participating children, (a) what the Project is, (b) what the problematic situation is (c) how it is to be started (d) what materials to be used (e) what the details and equipment should be (f) how they should be worked out and executed and (g) what result is expected to be achieved out of the entire Project. This planning habit will develop initiative, ability of the children to think for themselves individually and as one of a group, resourcefulness and purposiveness.

2. Organise the work of execution :—After planning it out the work of executing the Project should be distributed among the participating children in such a way that each child gets a share and each may feel responsible for the execution of the work. This joint execution is calculated to develop in the children a sense of personal responsibility for a joint enterprise, training in leadership, a co-operative habit e. g. the habit of working in co-operation with others so that the personality of the child may enter into the work in all its stages. During the course of the execution of the Project the teacher should see that every child does his part of the work fully and well and does not shirk his work.

3. Clinch the result achieved after execution : When the activity or execution is over, it will be up to the teacher to clinch the results achieved, to see that each child writes out a report on the Project and to find out what significant items of the syllabus in various school subjects have been covered. This is very important for drill work or revision in order to fix up knowledge taught. *Relevant bits of information or knowledge covered through the execution of our Activity or Project should be organised and related to the subject of which they are parts in formal lessons.*

I. Our Clothing

1. A short review of the evolution of clothing [a] The caveman, practically no clothes except leaves, bark, animal skins, use of hair of animals (wool) discovery of cotton and silk, [b] One single piece to cover a particular part of the body, different pieces joined together but used as a single piece, stitching of clothes and making of different articles of dress.

2. Types of dress (a) In different parts of the state. [b] In different parts of India. [c] In different parts of the world, i.e. desert lands, cold countries, monsoon lands. (d) seasonal variations of dress.

3. Clothes among different racial types, eg. Red Indian, Negro, Chinese, Japanese, European, Bush man from Central Africa, Finn from Finland, Eskimo from Greenland, Egyptian, Indian, and materials of such clothes.

4. Factors affecting dress (a) Climatic conditions of different parts of the world. (b) Professional needs. (c) Economic factors.

5. **Clothing material producing countries of the world :—**(a) Cotton producing countries. Textile industrial centres in India and the rest of the world.
(b) Wool producing countries. Compare sheep rearing Australian with sheep-rearing Siberian. Centres of wool industry in the world.
(c) Silk producing countries of the world. Silk from China, Japan, parts of India. Artificial silk producing centres of the world.
(d) Fur producing countries of the world.
6. **People engaged in the making of clothes** the farmer, carder, spinner, weaver, dyer, tailor etc. Study of the life of each.
7. **Study** (a) the life of the cotton plant, its cultivation etc.
(b) The life of the silk worm.
(c) The making of woollen cloth.
8. **Centres famous in the world for :—**
(a) Cotton textiles industries.
(b) Wool textiles industries.
(c) Silk textiles industries.
(d) Fur manufacturing industries.
(e) Embroidery work.
(f) Dying industries.
9. **Care of clothes : washing, dying and pressing.**

II. Our Homes

1. A short review of the evolution of homes, Cavemen's dwelling, sheds on trees, huts—the coming of masonry building.
2. **Homes in other lands.** (Make models and collect pictures.)
(a) **China :—**wood houses, roofs concave shaped but tapering at the top. Decoration of homes with writing on walls. House boats on canals.
(b) **Japan :—**Bamboo and paper houses reasons (volcanoes and earthquakes), small gardens attached. Decorations. Light furniture. Flooring and use of mats. Adjustable partition walls. Neat and tidy. Concave roofs of grass, straw and reeds.
(c) **Australia :—**Good stone and brick houses in cities and towns, small round huts of tribesmen made of twigs, grass and mud, wood houses of sheep farmers.
(d) **America :—**Skyscrapers, Red Indian homes (tents made of hide, mud houses with flat roofs), Mexican Indian homes, reed huts or straw huts rounded at the tops, rush huts. Canadian wood cabins.
(e) **Africa :—**Pigmy huts made of leaves, twigs, dry grass and mud (kraal), Negro huts, rounded roofs, thatching, slanting, roofs of savana grass. Beduins in oases of desert land, mud walls with flat roofs without windows. Egyptian houses, flat roofs.
(f) **Europe :—**mostly brick and masonry houses, detached farm yard houses of Denmark Swiss houses (wooden with slanting red tiled roofs)—Norwegian homes (wooden) English homes (some wooden houses with cement concrete and slate roofs).
(g) **Primitive houses in a modern setting :—**Siberian log cabins, Kirghiz tents of wandering tribes, round tent with a flap door. Eskimo snow huts and summer tents.

3. Houses in different parts of India (villages and towns) and factors influencing them.

- (a) Punjab :—flat roofs, thick walls, small windows, earth flooring, mud walls.
- (b) Gangetic plains :—flat thatched roofs less slanting.
- (c) Sind :—flat heavy roofs, ventilators at the top, small windows, mud floor.
- (d) Rajputana :—dome shaped or rounded roofs, stone floor and wall.
- (e) Kashmir :—greater use of wood, boat houses of Kashmir, slanting roofs with flat tiles, wooden or earth flooring.

Discuss reasons :—variations in rainfall, temperature, availability of building materials, etc. Study the way of life of the people.

III. Our Food

1. A short review of mans conquest of the vegetable kingdom, especially, the discovery of food materials, eg. wheat and rice the 'staff of life'. Also methods.

2. Chief food products of our home land, means of obtaining them.

Types of food :—(vegetarian and non-vegetarian) cereals, dairy products, fruits, non-vegetarian food, fowls egg, fish, meat, condiments.

Chief food products, eg., rice [Bengal, Bihar, Konkan etc.], wheat [Punjab, N.W. F.P., U.P. Malwa etc] jawar, and bajri [Maharashtra, Karnatak, M.P.], fruits [Kashmir, M.P. Coorg, Punjab, Gujarat, Ratnagiri, Western Ghat, Khandesh], tea and coffee [Assam Nilgiri, Darjeeling] meat and fish [meat in forest regions, hilly countries, fish in riparian districts]

3. Chief food products in foreign lands and their distribution :—

(a) Rice :—in equatorial and monsoon lands, eg. Malay, Gangetic valley, Indus valley, Irawaddy delta, coastline of Burma. Siam, China, Indo China, Korea in Asia and Spain and Italy in Europe.

(b) Wheat :—South Korea, North China, Mesopotamia, Russia, France, Italy, Germany.

(c) Dairy products :—cattle rearing areas in Asia, Holland, Belgium, Denmark, Switzerland.

(d) Fruits :—Pineapples from East Indies, mangoes, guava, jackfruit etc. from monsoon regions, dates from Mesopotamia and desert lands, apples, grapes etc. from Syria, Palestine, Mediterranean lands.

(e) Meat :—Staple food of the temperate deserts, pastoral lands of Mongolia, Turkey Iran, Afganistan, North West Europe.

(f) Fish :—China, Japan, Coastline of N.E. Europe.

4. Factors governing the outturn of food materials.

IV. Transport

1. Evolution of Roads :

Animals making a track through forests to find a waterway for drinking water, elephant pathways in African forests, bison tracks, caveman making tracks to pond, river and to stone quarries or salt mines with the help of stone axes, street planning in ancient India, historically famous roads and their place in the economy of the country.

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Human beings are not lazy, except in pursuit of the purposes of other people, purposes which they have not accepted as their own. To appreciate the infinite curiosity of the human organism one has only to observe a young child going about his own business. There is nothing which he does not want to investigate. This curiosity is often dulled by his being required over a long period of time to pursue others' purposes. The human being will seek knowledge if left to his own purposes, and the building of new knowings into his own experiences will lead him on to other activities. Because he is more competent with each addition of experience, he will upgrade himself, since not to do so would lead to repetition & boredom.

[The Workshop Way of Learning—Earl, C. Kelley.]

* What is History ?

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What is history ? The question is not a new one, it was discussed and debated most enthusiastically in Germany in the first half of the nineteenth century by philosophers and historians and they came to no conclusion, each holding to his own view. The philosophers wanted to annex it to philosophy, while there were others who wanted to degrade it to a mere collection of facts. The middle view which is gaining acceptance is that history is the memory which a nation possess. The experiences of Man the doer, the warrior, the tiller and thinker, have been stored up from the uncritical epic age down to our own in sagas, legends, stories, in verse as well as in prose, and the experiences are recounted by historians in the form of a narration.

This continued unchanged for many hundred years before the idea was born that the evidences upon which the narration was based must be subjected to methodical probing that the materials of history have to be impersonally and dispassionately examined. But the perplexing problem as to how to know the past is always present. The historian was not present when history was made and he never took part in it, therefore, any attempt to make it objective must be illusive.

The scientific conception, however, has not changed the essential character of history that it is a narration and, in its unchangeable essence, as George Traveyan says it is a 'tale'.

"What is history, but a fable agreed upon?"

(Napoleon)

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"Read them (Historical facts) if you like for amusement; but don't flatter yourself they are instructive." (Spencer)

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"History is a veritable mine of life experiences and the youth of today studies history that he may profit by the experiences of the race."

(Jones)

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"What men have done and said and, what they have thought—that is history". (Maitland)

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"If the past has been an obstacle and a burden, knowledge of the past is the surest and safest way to emancipation". (Lord Acton)

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(Collected from 'Teaching of History, by V. D. Ghate M.A.B.T., T.D.)

* From the introductory lecture of the course of training on the methods of teaching history held in August & September 1956.

2. Evolution of Means of Transport :

Inventions of the wheel, windmill, water wheel, stage coach, cart, use of power (man-power, animal power, water power, air power, steam, electricity etc.) aeroplane, tractor, ocean liner.

3. Practical Work :

a) First look for the many ways in which wheels are used and read about the relation between man's discovery of the wheel and evolution of the means of transport. Write the following in proper order—[a] a wheel with metal ream, [b] A wheel with spokes, [c] a slice of log [d] wheel with rubber tyres. Collect pictures of bridges.

b) Make models to show the first wheels and how they were used. Make carts with match boxes and cardboard discs to show the use of the axle. Make models of wind mills, water wheels, primitive raft, coracle, dug out canoe, boat, ship, the wheels of a bicycle, a trolley bus, a motor car, a tram, a pram, a cab, a dog cart, stage coach, hackney carriage. Draw something that has one wheel, two wheels, three wheels, four wheels and six wheels. In how many ways can you travel to town? How many of these things have wheels?

There can be similar basic projects on various other topics like telling the time through the ages, the art of writing through the ages, use of the forces of nature through the ages etc. There can be also seasonal festival such as tree plantation, Vanamahotsava, Sharadotsava, Jayanties [Buddha], "Celebrations of days" [United Nations, Health] and Village survey.

Major Projects

1. A school journey project

School journeys provide natural conditions for making a practical application of geography possible and the study of local history can also be made effectively thorough. A school journey to be effective and educative should be followed by formal lessons on things seen and impressions gathered. During class preparation and actual conduct of the journey a guide book is often effective for clinching facts, principles, skills etc. learnt during the journey. The language should be simple and the book should be illustrated with maps, charts, sketches, plans, fixtures etc. I will now proceed to indicate how it is possible to correlate all school subjects such as composition, history, geology, nature study, climatology, architecture, science, hygiene, art, music etc in a project on such a school journey—

A. The cover—the cover page should be artistically finished with a sketch of the school and the school motto.

B. Aims.

C. Equipment :—what to take.

D. Probable programme.

E. Description of the railway journey with places to look for and notes, maps, sketches etc.

F. Sketches of interesting things seen on the way, historical ruins, architecture of public buildings etc.

G. Notes on places to be visited.

H. Physical features of the district to be studied.

- I. Its local history.
- J. Nature notes, scientific jottings, plant and animal like, rocks and fossils (specimens collected for the school geography and nature study museums), geological map, river valley sketching.
- K. Rules to be observed during camping or visits.
- L. Register of marks for conduct, cleanliness, progress and observation.
- M. Blank pages for report on progress and conduct by House Master and the Head Master.
- N. Height and weight before the excursion.
- O. Names of the members of the party.
- P. Evening songs.

II. The School Hostel

The school hostel may be run as a major project. If there is a wide disparity between the age groups of girls, the seats may be redistributed so as to help towards big and little sister relationships of a real home. The aim being to bridge the gulf between the school and the home, for after all, the best school is only a poor substitute for a home. Secondly, all corporate activities outside school hours, organised in the hostel should afford a basis for group competition and shields should be awarded for excellence in decoration, conduct, scholarship, household efficiency, art work, domestic science, sports etc. which should be conducted with theoretical work at school as much as possible. Two girls should be chosen to be housekeeper and storekeeper. The former is responsible for order and cleanliness and the latter for money and accounts the planning of meals. Accounts should be presented for audit. A co-operative society in which every girl is to have shares should also be organised for the supply of all necessities. Records are to be kept properly and profits calculated month by month and banked in postal S.B. account so that the necessary computation, keeping of accounts, checking of payments may become vitalised arithmetic. The management of the co-operative store or society should be so organised as to give every boy or girl a chance according to capacity so that he or she may learn its organisation, basic principles of co-operation, methods of buying or selling of shares, the sources and amount of its income, the safety of its investments the liability of the shareholders for the amounts to be invested, the methods of securing loans, of making payments the type of records and accounts kept, the relationships to other societies and the whole co-operative movement.

Besides the strictly educational programme connected with the preparation of lessons for the school, the hostel community will be taken through a wide range of activities of fundamental importance in any civilised community, viz. a] The practice of clean and healthy living (personal and community hygiene) according to the latest scientific and hygienic principles. b] The practice of self reliance (a valuable means of character training) personal responsibility and personality development. c] The practice of citizenship in the community. d] The practice of recreational, artistic and cultural activities to be provided for in the social life of the hostel.

The Problem of English

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The place of English in the Secondary School Curriculum is a much debated question to-day. But, for us, teachers of the subject, it is not this question which is causing a headache so much as the miserable standard of attainment in the subject by our students. We are all aware that the standard has deteriorated a great deal and things may be getting worse, if we do not take quick steps to save the situation. We know that it has been decided (in West Bengal) that we shall have English in our Secondary School curriculum and that children must start learning the language from Class V. This means that our children will have a six-year course in English with an average of about six periods a week. For us teachers, it is high time to think (and very seriously too) how we can best utilize these years. For we have already been found guilty of wasting some precious time of a child's school career in teaching a language that is not being learnt.

Syllabus. Among the many problems that need immediate attention is the question of the syllabus. As has already been mentioned our children have a six-year course in school with an average of about six periods a week devoted to English. Well then, how much can the children learn within this period? Children in western countries also learn a foreign language. They begin about the same time as we do now and continue for more or less the same duration. How much are they expected to know at the end of this period? Do the average pupils come up to that expectation? If so, why so? If not, why not? These are the things we must find out. Of course the difficulties faced in learning a new language may not be the same in every case. English children may not have to face the same difficulties in learning French as our children have in learning English which has nothing in common with our own language, either in vocabulary or in structure. Nevertheless, with all allowances for these considerations, we can still fix the standard our children can really reach, provided we are clear in our minds about our objects in learning this language. What that standard should be and how that standard can actually be reached, are real problems to be thrashed out after much consideration and this too can best be done in collaboration with the teachers engaged in teaching the language in the various schools of the country.

The first thought that should arise in our minds before sitting down to give a new shape to our syllabus is that, though English is in our curriculum, it no longer holds the same position as it did in the past. It has become, more or less a second language. There was a time when all other subjects used to be taught through the medium of this foreign language and so directly or indirectly, children learnt new words and structures. Beside more hours were devoted to the subject itself everyday. But now things are different. Our teachers and children have much less time to spare for this foreign language. This obviously leads us to the conclusion that our children, who are learning the subject under completely changed

conditions, cannot be expected to achieve as much as the children were expected to do in the past. Moreover we are all aware that many more subjects have been added to the curriculum.

Against the back-ground of all these facts, let us next think of our objects in learning this foreign language, for it is as important a factor as any other to be taken into consideration before a syllabus is made out. To the majority of our students it is its utilitarian value rather than its cultural or literary aspect, that will count. The latter aspect which is in fact, the essence of a language can be considered at a later stage when a good foundation will have been laid. So, will not our purpose be served, if we can teach them simple English structures and words, both spoken and written, that will be of use to them in their lives? We should see that they are able to write, speak and understand simple and correct idiomatic English at the end of the secondary stage. The 2000 of the words of the Interim Report on Vocabulary selection, with of course a few exceptions and some additions are perhaps quite sufficient to lay for our children a foundation on which they can build later on (if they so wish). Let the syllabus lay stress on the practical and useful linguistic aspect, rather than on its literary or cultural aspect. We must teach them to write and speak simple sentences correctly before we expect them to reason and appreciate. Let us teach them not to say or write 'I am going in my college'; 'I am giving my B. A. examination', 'How you know it?' and many other such odd things. Simple and interesting narrative and descriptive selections from both prose and poetry may quite serve our purpose. This does not mean as is assumed by many, that the standard is to be lowered. It is just the other way about.

The difficulty of teaching and learning a foreign language is being felt everywhere. The falling standard of knowledge of English all over the world has alarmed educationists. It has set them thinking. Attempts are being made to make out a syllabus with graded structures and vocabulary. In recent years, it has been realized that the selection of patterns or structures of the language is as important as the selection of vocabulary for use in these foreign language courses. It is perhaps more important to know how to put words together than it is to know their meanings. Unless the learner becomes used to these patterns, he will not be able to use his vocabulary. The most important and difficult patterns are those for the verbs. Of course the others are of no less importance. It is not that the children are not taught these in some form or the other, but it is not done in the proper way. The structures or patterns used in their readers and texts have not been properly graded and it has been found difficult to give the children varied structures in a lesson unit. A lot of drill is impossible in this case and we all know that drill repetition is an extremely important part of the learning process, especially for the beginners. In the later stages too, hardly any correlation exists among the different units of an English class—i. e. Formal Grammar, Translation, Text, Composition etc. One or two text books could serve all the purposes for a stage, provided they are carefully written with special notes for guidance of teachers. This method of selecting and grading essential structures and vocabulary might seem artificial, but then both the teacher and the pupil will know what they are about and how much either is to teach or learn in a lesson unit. Grammar & Translation can come later on but they must be based on what they have learnt through the text. So, the teaching of the facts of a lesson on giving the meanings of new words occurring in it, is not going to

be the main object of a lesson. The teacher must try out interesting drills in order to enable the pupils to use all the structure and words.

Taking these facts and many more others into consideration should we not plan out a new well defined syllabus to fit in with the practical necessities? It is only when the syllabus is complete in itself that graded books can be written with its guidance. We find very few graded books suitable for Indian Child. The "Deepak Readers" of Miss F. F. Forrester and "A Direct Method English Course" by Mr. E. V. Gatenby are two of the few series of new type readers that have taken into consideration both structure (or patterns) and vocabulary. There are perhaps many schools that are using these new type books and following the methods advised by the authors themselves. It would be of great benefit to others if they kindly give us an opinion of their experiments. The two series differ in certain respects but both advocate a direct approach and lay stress on the importance of drilling of structures. Mr. E. V. Gatenby has not graded structures as strictly as Miss Forrester has done but they are both experienced in teaching English as a foreign language and their suggestions may enlighten us a lot.

Much has been said about the syllabus because it is felt that a more comprehensive syllabus is essential for English. It is a foreign language to the teachers who teach this language in our schools and most of us have hardly had any special training in this difficult task of teaching a foreign language.

Teacher. Next to the question of syllabus comes the question of teachers. Unless and until the teacher is well equipped it will be extremely difficult for her to find her way. As it stands today all trained teachers are expected to know how to teach this foreign language and yet we all know that it is not as easy as all that. The greatest drawback lies in the matter of speaking the language fluently, a qualification so very essential for teacher of languages. The teacher must be well-acquainted with the correct pronunciation, intonation and rhythm of the language. These are inseparable parts of a language. Obviously perfection is not to be expected at this stage but classes on spoken English from time to time may help us a lot. Special training in the modern methods of teaching the subject (practical ones) is of no less importance. With the change of ideas and circumstance it is also necessary to change our approach. Children are losing interest in this subject. It is the duty of the teacher to create an interest in them. So only a properly trained and guided teacher can do something to change the state of things prevailing to-day.

Method. Regarding the method of teaching the language, there are different opinions and I think it is for the teacher to find out through experience which method works best. It has been often found that the 'teacher made' method is the best, a method which suits a certain teacher may not suit another. So it does not matter what method one follows so long as the aim is kept in view and the result is satisfactory. But it should be remembered that an English class must be an English class and not a translation or a formal grammar class. In spite of the stress laid on formal grammar and translation we find the majority of the children writing grammatically on structurally incorrect sentences. This is so because the structures that they have come across have not been learnt properly. They have not had enough of oral and written practice which is not always possible with the text books and syllabus we have. Again, we find children writing sentences that are not grammatically incorrect but they are not quite idiomatic or conforming to usage and hence they appear to

be artificial or stiff. Mr. A. S. Hornby, in 'A Guide to Patterns and Usage in English' has rightly said—'If the learner is taught to avoid 'A map is on the wall' even though it is defensible he is less likely to compose the sentence 'Four windows are in this room.' which is indefensible'. So it has been felt that only a direct method if followed in a proper and systematic way for the first three years, can bring about a change for the better. Let us not kill the language but let us try to make it live and we will find the children taking great interest in it.

The reference to 'a direct method' should not frighten us. This refers to no special method. It is purely a teacher made method. It does not mean that translation should not be used by the teacher in explanations or for the purpose of giving the meanings of a word. In fact, sometimes it is convenient and economical to use the vernacular. What is meant is that we should avoid translation if the meaning is easily demonstrable by action, object or pictures and the teaching of translation should be avoided for at least three years, if not more. Too much use of the vernacular leads to translation, this leads children into a maze, for the structures in the two languages can never be identical.

Beginners. Many will agree that it is far more difficult to teach beginners than it is to teach older children. It is here, when the foundation is being laid, that the teacher has to be very careful. We know that children learn to talk and understand before they learn to read and write.

Hence if special attention is given to correct speaking and hearing, we shall find that the children will have very little difficulty in reading or writing what they already know. It is advisable not to do any reading until some amount of oral teaching is done. We must also remember that an extremely controlled vocabulary and simple structures are to be used and drilled over and over again. For the first two years, concentration should be on the structure or pattern of sentences. Later on, we can concentrate on vocabulary. Let us not make them think or reason during the first years work. They must just remember.

During this period there is no necessity for translation. We can easily provide a situation for the child and then invite or suggest a speech re-action. Gestures, pictures and objects are enough to serve our purpose. We must give the children the maximum of oral practice and work at the highest speed possible as visual aid is very important, we should also see that maximum opportunity is given to children to see the words and structures on boards, on flash-cards, and on wall charts, so that they are able to recognize and read them soon. Oral drill of new structures should always be taken before reading the lesson in which they occur. Of course there are many practical difficulties that we have to face. We have large classes and limited time. We cannot give every pupil a chance. But then, time can be gained by various forms of group-work. We can, for instance, treat the occupants of a desk as a unit, so that 2 or 3 pupils can answer together. Quickness should be insisted on, less questions may be asked and more answers received.

With all these and so many other ideas in mind, the teacher has also to be a bit phoney-minded. Well, she need not be a fanatic about it, but she has to be on the alert. The teacher should observe where and why mispronunciations arise and corrective drills can be provided for, if necessary. Intonation, which is just as important as pronunciation, can only be learnt by careful imitation of correct spoken English. Nothing has been said about the teaching of writing. Here too, children can begin very early. The drawing teacher can

co-operate with language-teacher in this matter. Time thus saved could be utilized in teaching.

The aim and method of teaching the language will naturally vary a little as the children make progress. Gradually they must be taught to see things for themselves and learn to reason and express in a simple and correct manner. Class library facilities should be provided for to encourage out-of-syllabus reading. Children love reading but in most of our schools hardly any attention is paid to see that children are given the opportunity to read story-books. Even by the end of the first year, they can start reading a few books but the teacher must help them to select the right ones.

Examination. Last, but not the least, is the question of examination. Sometimes it is felt that until there is complete alteration in the technique of examination, nothing can be done to improve the standard of English. Some teachers boldly assert that measurement has no place in education. But how, then, are we to find out the certain changes that education is bringing about in the pupils? There may be no external or competitive examinations (which are also essential) but there must be examinations of some sort, formal or informal, if education is to go on all. Well what are we to measure? How best can we do it? These are the questions that should set us thinking seriously. Objective tests are very good means of measurement but objective tests in English will not measure all that we actually want to measure. There is no need to deal at length on this point for we are all aware of its merits and demerits. A combination of the old and new systems of examination will be ideal, for it will eliminate cramming and the use of help-books on the part of the pupil.

The Department of Extension services has already turned its attention to these problems. The difficulties will certainly be removed, in a country like ours if we all co-operate with the Department. Let us make this department a centre where we can meet educationists—to whom we can communicate our difficulties and from whom we can receive valuable suggestions in return.

TEACHERS' QUARTERLY

Mrs, Roma Gupta



and her little Girls





A Science Fellowship

Mrs. Roma Gupta, B. Sc. (Patna), B. T. (Calcutta) is the second daughter of Prof. Ashutosh Mukherjee I E. S. (Retired) of Santipur and Late Yogini Bala Mukherjee of Dacca. Prof. Mukherjee was for a long time Principal of the Science College, Patna.

Her father took her to Europe in 1928 and put her in a well-known convent school at Mulhausen.

This enabled her to be educated according to the modern European system for two years. She came back and joined St. Joseph's H. S. Patna. She stood eighth in the I. Sc. Examination of the Patna University and passed the Bachelor of Science Examination with distinction. She took her B. T. degree from the Loreto College, Calcutta. She then joined Government Service as Assistant Mistress in Vidyamoyee Girls' H. S. Mymsensingh in February, 1941. In April 1941, the Bengal Government sent her to take the Teachers' Training Certificate in Science under the Calcutta University. In January 1946, she was transferred to Sakhawat Memorial Girls' H. S. Calcutta, where she has been working since then. She decided to marry in 1949 and now she is the wife of Sri Phani Gupta, District Organizer, Physical Education and mother of two children.

Mrs. Gupta is an intelligent, hard-working and sincere worker. She is efficient, dignified and self-confident and has a rare accomplishment among Indian ladies of being able to speak and write French and German, in addition to English, Bengali and Hindi.

Sadhana Guha.



A Science Fellowship ! To go to England for training ! It was a dream once, now it is a reality.

When I had no responsibilities of a family I had longed for such a chance. The chance never came. Then I got married, had children and was bound to them by ties of love and duty. I forgot all about going abroad for training. My thoughts settled down round my home circle.

All of a sudden there appeared 'the chance'. There was no time to think—I filled up the forms and sent them in. Then there came the interview and the selection was made: everything was completed in a week. Next began packing—saying adieux, and now on the eve of my departure I can write down all this since everything is settled.

Am I heartless because I am leaving a child of five and a baby of 19 months to face the world without a mother ? Am I faithless in leaving my husband to face the home problems all by himself ? No, it is the love of the many children entrusted to my care that is giving me the strength to leave my own. It is the love and faith of my husband that is sending me so far away.

The sacred profession of teaching is my vocation. To carry out my duties I have to keep in step with the changing world. We are living in the age of science. The future generation has to be born with a scientific outlook. It will look to us for guidance. We must be prepared for that. This fellowship will give me the chance of learning the latest techniques of the teaching of Science. My country is sending me out, other nations are helping me. I could not miss such an opportunity. The future alone will show whether I will be able to fulfil their expectations.

To keep on smiling when your inside is being twisted in and out—it is a queer feeling. Only these who have had this experience will understand what I mean.

Roma Gupta.



We had smiled to ourselves when one of our trainees had suggested anonymously, in the questionnaire we had asked them to fill in at the end of a session, that the Department should try to obtain scholarships for foreign studies for its trainees. Little did we know then that this suggestion was going to come true in such a short time. Now Roma Gupta, whose name we were glad to forward, is going abroad with a Fellowship on a Ministry of Education scheme for the training of Science teachers in foreign countries. We offer her our best wishes.

(Co-ordinator)

PLEASE WRITE TO US!

- ★ YOU can write articles on interesting educational experiments and experience and send us photographs to print.
- ★ YOU can answer questions to put in our Forum.
- ★ YOU can ask questions about problems that are worrying you.

Objective tests in K. K. Bidyamandir

PALASH BISWAS, B. A., B. T

I had taken a short training course on 'Objective Tests' in the March-May session of the Department of Extension Services of the Institute of Education for women and introduced the new method in our school for the half yearly examinations. Mrs. Karleker the co-ordinator was enthusiastic enough to make proper arrangements for the cyclostyling of the tests. Miss Nira Sen, an assistant teacher of our school collaborated with me in the preparation of two tests, one for class V and another for class VI on Geography. All the items excepting time sequence were included. We had to increase the number of questions in order to cover the syllabus. Classes V and VI were examined on full marks of 60 and 75 respectively. Then the marks were re-alloted taking 50 as full marks in both the classes. One mark was given for each answer in most cases.

The half yearly examinations of our school began just after the summer vacation. We had, therefore, no time to give our children practice for more than one or two days. Hence it was found in the answer papers that many of the children of class V did not attempt an item or two. Most of the girls did fairly well in the "matching" item. When the question papers were distributed among the children some of them said that they were too lengthy for forty five minutes; but most of the girls were able to do their work within this time limit.

We tried our best to give them directions in the examination hall. We suddenly discovered that one of the girls had slipped away from the examination hall without even attempting a single item, I at once went downstairs and caught hold of her. She said that all the questions were difficult and the paper was too lengthy. Later on we came to know that she was absent when we had acquainted our children with this new type of examination. I went back to the examination hall with her. She was given proper directions with concrete examples. She then attempted the examinations and got 22 out of 50 marks. This revealed that if we want to get effective results we should give our girls good practice on these types of tests. Their results would have been far better if we had been able to give them good practice with properly cyclostyled question papers. Our writing was, also, not clear as it was the first time we wrote for cyclostyling.

The sketch below will show their achievements in the examination—

| Class | No of students | Marks obtained. | |
|-------|----------------|-----------------|---|
| V | 23 | above 50% | One obtained more than 78% and three more than 75%. |
| | 37 | Between 30%—50% | |
| | 4 | Below 30% | |
| VI | 16 | above 50% | One obtained 82% |
| | | | " " 80% |
| | | | " " 74% |
| | 53 | 30%—50% | |
| | 11 | Below 30% | |

We are not satisfied with these results. Yet, taking into account all our difficulties, they were not so very depressing. I hope that, in future, we shall be able to devote more time in putting the girls to practice and the results will, consequently, improve.

The course ended, as usual with a social gathering on the 29th September, 1956 when there was tea with light refreshments, exhibition of work and variety entertainment. Mr. D. N. Roy, Principal David Hare Training College, was on the chair and awarded the certificates.

The fund for refreshments had been raised by the trainees. Educational apparatus prepared by them were on exhibition. Plasticine and papier-mache models caught the eye most easily while there were also a whole host of attractive charts and pictures. Several charts and pictures prepared by pupils in schools under the guidance of their teachers (our trainees) were exhibited. A number of school magazines,—printed and manuscript and albums were shown.

This time it was not the trainees, but their pupils who acted in the variety entertainment. There was four attractive items, one from each group of trainees. A list of these has been given elsewhere.

Before ending we should like to write a few words about our plan for the rest of the year 1956. The courses held in the 'Rains Term' will be repeated in the Autumn Camp between the 17th September and the 3rd November. Applications have been received and further announcements appear in this issue.

There will be a ten-days' conference in December which will include the annual conferences of the three associations with an exhibition of work by the Home Science Teachers' Association, a parents, and a pupils, day, debating and elocution competitions amongst school girls and finally, the general conference of the Department of Extension Service.

A programme and announcements are printed elsewhere in the journal. We invite all friends and well wishers cordially and hope that they will help us to make the Conference even more successful than the first one.

What we desire still more is that they will study the provisional programme and give us their valuable suggestions regarding modifications and/or ways and means of working it out. Lastly we hope to have their cooperation, guidance and direction when we actually work it out.

Do you like the 'Quarterly' ?

If so please enroll your name
for a year by paying
Re 1/- for postage.

Rains Term Courses

August-September, '56.

Our thanks are due to the following professors, lecturers and research scholars of different institutions whose help made the training courses possible. Their names are listed below and the numbers against the names indicate the number of days each of them had helped us to conduct classes.

History

| | | | |
|---------------------|----------------------|---|---|
| Sri K. P. Chowdhury | Professor in Charge. | Bureau of Psychology, David Hare Training College. | 2 |
| Miss. S. Madan | Lecturer | Loreto College. | 2 |
| Sri S. C. Dutt | Lecturer | Dept. Of Education, Cal. Univ. | 2 |
| Sm. Lina Roy | Research Scholar | " " | 4 |
| Sri S. B. Purkait | " " | " " | 3 |

Geography

| | | | |
|-----------------------|-----------------|--------------------------------|---|
| Sri K. Bagechi | Lecturer | Dept. of Geography, Cal. Univ. | 4 |
| Sm. M. Guha | " | " " | 4 |
| Sri K. S. Gupta | " | Dept. of Education, Cal. Univ. | 3 |
| Sri L. C. Chakravarti | Asst. Professor | David Hare Training College. | 4 |

Social Studies

| | | | |
|-----------------|----------|--------------------------------|---|
| Sri M. C. Ghose | Lecturer | Dept. of Education, Cal. Univ. | 5 |
|-----------------|----------|--------------------------------|---|

Bengali

| | | | |
|------------------------|--------------------|---|---|
| Sri S. C. Roy | Lecturer | David Hare Tr. College | 5 |
| Sm. S. Dutt | Research Scholar | " " | 2 |
| Sri S. N. Bhattacharya | Asst. Co-ordinator | Dept. of Exten Services David Hare Tr. College | 2 |
| Sm. K. Karlekar | Co-Ordinator | Dept. of Exten Services David Hare Tr. College | 7 |

Hindi

| | | | |
|-----------------|--------------------------------|-----------------------------------|---|
| Sri R. R. Sinha | Rashtrabhasa Prachar Samiti | | 3 |
| Sm. G. Banerjee | " " | | 5 |
| Sm. K. Banerjee | " " | | 2 |
| Sm. B. Majumdar | Lecturer | Institute of Education for Women. | 4 |

Aparatus Making

| | | |
|---------------|-------------------------|---|
| Sm. S. Sarkar | Scottish Church College | 5 |
| Sri K. L. Das | David Hare Tr. College | 4 |

Demonstration Lessons

| | | | |
|-----------------|------------------|---|---|
| Sm. K. Karlekar | Co-ordinator, | Dept. of Extension Services | 1 |
| Sm. Mira Guha | Lecturer | Institute of Education Dept. of Geog. Cal. Univ. | 1 |
| Sm. Lina Roy | Research Ssholar | Dept. of Edn. Cal. Univ. | 1 |
| Mrs. Iris Neogy | Teacher | St. Thomas' School | 1 |

The Fair of the Car Festival :

In the last issue of the Teachers' Quarterly we had published a plan for a project on the above subject as worked out by Mrs. Amiya Dutt of Gokhale Memorial Girls' School. This term she had it worked out by the girls of Form II of which she is the class mistress. The actual fair was held on the 14th August, 1956. I had the good fortune of receiving an invitation card neatly and artistically worked out by youthful hands.

What I saw at the fair impressed me thoroughly. It is a pity that photographs taken by a nine-year-old did not come out clearly, otherwise I would have been able to share my pleasure with the readers of the Teachers' Quarterly.

The fair was held in the school hall from 12.30. P.M. in the afternoon. Form II girls had laid their shops on the floor along the walls of the hall in the real mela fashion. They had made birds out of cotton wool, liliput furniture of wood and cardboard, cane baskets, cardboard and clay toys of many kinds, paper flowers and plants, live plants from their gardens, a rich variety of stocks for all to buy from and very cheap at that ! I was tempted to buy the prettiest of cottages in a garden with a green gourd growing on its thatched roof.

Snacks and savouries like candies, sweets, 'papads' and 'pan' were prepared by girls and hawked. The greatest crowd had collected at the 'papad' stall where the girls were frying them on the spot,

Curricular matters were not lost sight of. The walls of the hall were hung with pictures and posters. There were poems composed by the girls, write-ups of historical and mythological stories connected with the Car Festival and geographical notes—all worked out by the girls themselves. The pictures had been drawn and painted by them in black and white and water colour.

The function had started with a short festival of dance and song. Then the K.C. and the Junior School girls took their turns round the mela and the seniors visited it in their free periods. All the things offered for sale were snatched up in about half an hour. I put my hand out for an exceptionally pretty doll, the shop-keeper shook her head smilingly, she was reserving the prettiest one of the stock for herself.

What impressed me most about the project was that such things need not be confined to rich schools like the Gokhale Memorial. Space may be a problem, but, the way the Gokhale Memorial school did it, money need not.

The school had advanced Form II a sum of Rs. 20/- only. The girls had brought some materials from home worth not more than Rs. 10/-. This capital investment of about thirty rupees had brought a return of about eight rupees leaving a clear margin of profit of about fifty rupees after repaying the advance made by the school and compensating the girls for materials that they had brought. This amount has been kept in reserve for financing other projects which may be taken up in the future.

I must congratulate Mrs. Dutt for her achievement though I wish she had found time to write out a more complete and exact description herself.

(Co-ordinator.)

REVIEW

Draft Syllabus for Higher Secondary School

Issued By : The All India Council for Secondary Education on Behalf of Ministry of Education, Government of India, New Delhi.

Price—Re. 1/-

In the last issue of the 'Teachers' Quarterly' we had published a general summary of the 'Draft Syllabus' and a review of the six years' English Syllabus. We are now publishing a general review of the language group, suggestions for syllabus for a Bengali as mother tongue and a review of the Hindi syllabuses as mother tongue and second language. These embody the opinions of the reviewers, further discussions are cordially invited.

The Language Group.

Languages constitute 'Group A' of subjects in the Draft Syllabus. As indicated in the Mudaliar Committee's Report, five possible categories of languages had to be thought of in working out this group, viz—

- 1) The mother tongue,
- 2) The regional language when it is not the mother tongue,
- 3) Hindi—the federal language or the official language of the Centre,
- 4) Classical languages—Sanskrit, Arabic, Persian, Latin etc. and
- 5) English, the recognised international language.

Admitting that the burden of languages tends to be heavy in a multilingual country like India, attempt has been made to make it as light as possible.

The Draft Syllabus boils down the five categories to three. Two alternative schemes have been suggested for this. I reproduce them below in a classified form numbering the categories 1, 2 and 3 as in the Draft syllabus and the alternatives within each category as (a), (b), (c), (d), etc. Category I is the same in both the schemes, the differences are with regard to categories 2 and 3.

I. Common to both alternatives, offers the choice of the following subjects—mother tongue/regional language/classical language in the following manner—

- | | | | | | | | |
|-----|--|--|--|--|--|--|--|
| (a) | Mother tongue, or | | | | | | |
| (b) | Regional language or | | | | | | |
| (c) | Composite paper of regional language and mother tongue, or | | | | | | |
| (d) | " " " " " " " " " " " " | | | | | | |
| (e) | " " " " " " " " " " " " | | | | | | |

The following alternative schemes are suggested for the second and third categories

Scheme I

Scheme II

- | | |
|---|---|
| <p>2. a. Hindi or b. English.</p> <p>3. a. A modern European language b. „ Indian „</p> | <p>a. English or b. any other modern European language.</p> <p>3.a. Hindi (for those whose mother tongue is not Hindi) b. Any other regional language (for those whose mother tongue is Hindi)</p> |
|---|---|

It looks on paper as if a good mean has been worked out of the multiplicity of languages, but that is not so in reality. The question still remains open whether a student will study three or four languages at the higher secondary stage. What is worse, is that if a linguistically talented student wants to study a classical or a regional language it will have to be done at the cost of the mother tongue which will also have the very important position of the medium of instruction. While half a loaf may ward off starvation, half a language would most probably involve wastage of time, money and educational effort.

Though put on the list of compulsory categories, classical languages have been made optional in fact and it is expected that vast the majority of students will benefit by this option. The study of regional languages have also been made optional. Much of the 'multiplicity' being thus on paper only. I should like to suggest that the cumbrous solution of composite language studies be dropped altogether and a clear option be offered between mother tongue and regional language and provision be made for the study of classical languages in a special language group 'E' proposed in the Mudaliar Committee's report but not provided for in the Draft syllabus. I would not have suggested the option between mother tongue and regional language except to provide for students belonging to small linguistic minorities being educated in non-Hindi speaking areas and away from their own language areas. The importance of this first category of language study would be emphasised if I repeat that this should also serve as the medium of instruction.

The first alternative scheme for the second and third categories of language studies puts Hindi speaking students in a highly advantageous position in comparison with non-Hindi speaking students for (under the present circumstances) this scheme would compel the latter to confine themselves to English and Hindi leaving the wide world open to the latter to choose from.

A bit of forethinking has to be done in this connection. Hindi has been accepted as the Federal language with the provision that the constitutional guarantee of equality of opportunity will not be jeopardised thereby. As democracy is engendered in schools, studies in schools should be drafted and conducted in a way that the idea of a 'most favoured group' is not created. I should, therefore, like to suggest that the first alternative scheme should be scrapped altogether as conducive to misunderstanding between Hindi-speaking and non-Hindi speaking peoples. The second alternative scheme is far better thought out in this respect provided clear directive is given for making the study of one modern Indian language other than Hindi compulsory for Hindi speaking peoples.

Moreover, the study of each other's languages in this manner will go a long way for building interprovincial understanding which can be the only possible basis of our national unity. The late Sir Asutosh Mukherjee had given an excellent plan for this when he had made the study of a 'subsidiary' language compulsory for everyone studying for 'M. A.' in

Bengali. It was not Bengali, but Indian Vernaculars then and now it is Modern Indian Languages. But unfortunately the study of a 'subsidiary' language is abolished.

Asutosh Mukherjee had tried in this way, to open the door of cultural exchange between province and province in India. This exchange is all the more necessary now in free India. Secondary education, being planned as a complete education for the large majority of the people of India, should be able to provide a vehicle for that exchange and what group of studies could be more suitable in this respect than the language group organised with an eye towards that great aim?

I should then like to go a bit further afield and raise a question about the future. The students of today will be the administrators of tomorrow, it should, therefore, be pertinent to clarify from the beginning the standard of the knowledge of Hindi that will be required for public service examinations of the Centre, because those who will have completed their education with Hindi as 'second language' will not be able to compete favourably in Hindi with Hindi speaking candidates. So long as English is being used candidates from all parts of India will have equality of advantage or disadvantage as the case may be, but the position for the future should be stated to the educands under the new system, at beginning of their career.

The last point I should like to touch is about Group E which has not been included in the Draft syllabus. Instead of making the first language group cumbrous with too many alternatives and composite courses, Group E should be introduced as an additional language group from which students with special linguistic aptitude may study—

- a. Any language taken in Group A to a higher standard, or
- b. Any language not taken in Group A to a lower standard, or
- c. A classical language supplementing the same in Group D.

This group should be considered as essential for a multilingual country like India specially and in a more and more shrinking world generally.

Bengali as Mother Tongue

A syllabus for Hindi as mother tongue has been given with the recommendation that the syllabuses for other languages should be drawn up on the same lines.

The whole syllabus is in two parts. In the first part there are texts—'to be studied intensively so that the students may be able to summarise, re-express and explain in their own words and to write character sketches as well as short appreciations of given passages. They should be able to describe the salient features of the literary styles of the authors whose pieces they have read'. Rhetoric, prosody and 'rasa nirupan' have been also included in this part.

The second part is 'General' which includes a brief course of grammar—'to enable the students to have a better understanding of the different aspects of language', essaywriting and history of literature.

We had this syllabus discussed by a handful of school teachers and lecturers of training colleges. Opinions were of two distinct groups. One felt that this course would be too extensive for school pupils while the other thought that it was a step in the right direction considering that the aim is to bring pupils of the age of 16+/17+ upto the present Intermediate standard of studies. This syllabus is, however, of a higher standard than the present Intermediate course of the Calcutta University in that it recommends a larger number of text books and includes rhetoric, prosody and history of literature which do not now constitute a part of the Bengali course for the Intermediate examinations.

Personally, being in favour of enlarging the course, I should like to endorse the recommendations of the Draft syllabus in this respect. Rhetoric and prosody form a part of the English Syllabus of the present Intermediate courses. There is no reason why that these cannot be studied by pupils of the same standard for their mother tongue. Moreover, the Bengali syllabus for the Intermediate Examinations of the Calcutta University is being enlarged at the cost of the English course. The standard of Bengali would then definitely need upgrading. Why should not the higher secondary syllabus anticipate this change?

The inclusion of history of literature has been objected to on various grounds, specially that it would make it impossible to cover the syllabus by the introduction of a lot of extraneous matter. This is not really a valid argument. Even now the courses of studies for Bengali in high school classes are drawn up so as to give samples of Bengali literature from medieval to modern times in 'historical sequence. What remains is only to connect them into a linked story. That should be not only possible but an eminently enjoyable exercise for school pupils in classes VI, VII & VIII. If this acquaintance with the course of the development of Bengali literature is made objectively and practically at the Junior Secondary stage, a slim and attractive book thrown in will not be a headache at the next if it is studied with reference to the set texts.

A few words in connection with the method of selecting literature for the prose and poetry selections will not be out of place here.

There is some difference of opinion about whether acquaintance with all stages of literature in school should be 'concentric' or 'stage by stage'. The present courses in the different classes are in the latter form, but, considering that to give a picture of the whole is very important for the study of any subject, a compromise was worked out by a mixture of the two ways.

In the compromise formula the natural division of the secondary stage into Junior and Senior was followed to recommend that a complete picture of literature should be given at each stage at different levels while, within each stage, the area may be covered in three years in three stages.

But this would create a somewhat unpsychological situation of presenting the most archaic to the youngest. Also as the earlier stages of literature are not repeated in the higher classes, these classes miss much which would have been enjoyable then. As a matter of fact the wealth of middle Bengali literature cannot be properly appreciated before class VIII.

Then again, in schools, teachers find that though the pieces in the text books are arranged historically, in actual teaching the order has to be changed according to topics and grades of difficulty. Apart from the necessity of teaching the easiest piece first, changes in order have to be made constantly according to subject matter. For example, a poem about winter should be taught in winter and an essay about a festival is best understood if it is studied when the festival is actually being held, or if a project is being worked in the class on any other subject, the Bengali teacher should cooperate by teaching pieces related to the subject at that time.

Taking all these pros and cons into account it would be a good scheme to organise every class text book with representations from different periods as well as with an eye to the variety and enjoyability (for the class) of the pieces. The historical aspect can be brought in at the time of revision. It can be an interesting exercise to collect materials for each author as and when his piece is (or pieces are) being studied, in a loose-leaf file and then to arrange these in the historical order at the time of revision thus fulfilling demands of psychology and correlation without violating the order of history.

Some have objected to the large number of text books. I should, however, welcome it as giving a fairly representative acquaintance with literature in the mother tongue without which the education of a person would remain incomplete (The proposed higher secondary course is planned as a complete education for many). I would even, increase the number of text books and make the study less intensive. Pupils should be able to summarise, express in their own words, write character sketches and appreciation as well as have acquaintance with literary styles; but exercises like 'explain with reference to the context' which are uliquitions in our question papers should be abolished as definite 'spoil pleasures' in literature.

In support to the plea for a broader and more literary high school syllabus I should like to state that if Indian boys and girls are able to study a comprehensive course in English literature in Anglo Indian schools, why should they not be able to do the same in their own mother tongue?

I should, then, like to recast, slightly, the arrangement of the two parts of the syllabus. For this also, I should like to refer to the division of the study of English into 'language'

and 'literature' in many Anglo Indian schools. I would keep only literature in the first part and, in the second part, I would put grammar, rhetoric, prosody, 'rasas' and history of literature with the strict instruction that these will be studied with reference to examples in the literature portion of the syllabus.

With these modifications, I am giving below a 'Draft Syllabus' for Bengali as mother tongue for the higher secondary stage as I should like to see it—

I Texts :—

- a) A selection of prose representative of the development of prose in Bengali.
- b) A selection of poetry representative of the development of prose in Bengali.
- c) A collection of short stories representative of the development of short story in Bengali.
- d) Drama—one complete drama by a modern author and a few selected one act, plays.
- e) Novel—preferably two, one written in the nineteenth and another in the twentieth century.

These will be studied fairly intensively in the course of three years the bias however, should be upon general comprehension and broad appreciation of literature.

II General :—

- a) Elementary study of rhetoric and prosody including-
 Alamkaras—Sabda and Artha groups—a few important examples from each.
 Chandas—a general idea of syllable, accent, matra and different types of metres.
 Rasas—classification and characteristics.
- b) Grammar—Sandhis, samasas, taddhit, krit, padas, verbs, sentences, analysis.
 —synonyms, antonyms, vocabulary—classification and development.
 —vowel and consonant changes.
- c) Essay writing.
- d) History of literature.

(Kalyani Karlekar)

Hindi for non Hindi knowing People.

BIMALA MAJUMDAR M. A. B. T. PRABHAKAR

Hindi is a language which is spoken by a large number of people covering a very wide area of the country. As a matter of fact no other Indian language has been able to command as wide a popularity as Hindi has done today. Outside Bengal, Bengali language is hardly to be heard and Hindi is the dominant master everywhere. Even in Bengal coolies in the railway stations, rickshaw pullers, factory workers, labourers, bus conductors etc. speak Hindi. In view of this fact Hindi can claim to be the national language of India. Like all other modern languages it derives its origin from the Ancient Indian language Sanskrit. The original root and source being the same it is quite natural that there must be some common features in all the regional languages, eg, Telegu, Tamil, Hindi, Bengali, etc. Moreover Hindi has got some allied factors which are generally found in all the modern languages therefore it can easily be learnt by all.

From the time of Raja Ram Mohan Roy and Ishwar Chandra Vidyasagar until today, great scholars and leaders of Bengal had done a lot for propagating the cause of Hindi and had proved beyond any doubt that Hindi was the only language in which people of different provinces of India made themselves understood to day. These men had also, at great sacrifice, published many Hindi Newspapers and even today "Amrita Bazar Patrika" is produced in Hindi from Allahabad.

Hindi has been accepted as the official language of India not because it is older or richer than the other Indian languages but because it is spoken by a majority and understood by a vast majority of the Indian people. We have to choose one language which may serve not only official purposes but which may also serve as a means of intercommunication between people of different linguistic groups.

So for the above purpose Hindi should be introduced from the lower classes in the Bengali schools for the future benefit of the Non-Hindi speaking people. If Bengali and Hindi go side by side, in the field of Higher education, profession, examinations etc. no body (ie. Non-Hindi speaking, and Hindi speaking) will be at a disadvantage or at an advantage. Moreover in Hindi schools also Hindi and Bengali should go hand in hand for the above purpose. For this purpose the syllabus of Hindi and Bengali should be the same. Teachers should be properly trained in spoken Hindi. In order to train the teachers in spoken Hindi, refresher courses should be organised by the state and the Universities. The number of working days should be fixed. Comforts of the teachers should be considered. Although some courses have been started, yet more stress should be given on raising the standard of Hindi. In my opinion every teacher should be compelled to attend the language refresher course, attendance should be compulsory and they should be examined at the end.

Pictures, charts, models, short story books with pictures, records (gramophone), short dialogues, conversation, dramatization, religious functions, seasonal functions, excursions,

visits to interesting places, picnics, social gatherings, films, group games, radios, newspapers, etc. will help the students to learn, to develop their thinking power, to express themselves in a language which we want to teach them.

Suitable text books containing interesting prose and poetry pieces according to the mental age of the learners should be chosen. Varieties of topics will be welcomed for the text books, eg, dialogues, play-stories, essays, descriptions, lives of great men and women and suitable poems.

Grammar should be taught during the teaching of the text books in an interesting way. No separate text book for grammar should be prescribed but there should be exercises on applied grammar at the end of each lesson.

More stress or importance should be laid on Spoken Hindi. Everyday some time should be fixed for oral work and conversation. A suitable atmosphere should be created around the learners while learning Hindi. Story telling, taking part in debates and discussion on interesting subjects, attending interesting lectures outside, will improve the power of expression of new learners.

Reading correctly with proper pronunciation, accent and intonation is as important as spoken Hindi.

Writing should not be neglected eg. letters, applications, advertisements, invitation cards, descriptions, translation, short stories are also important for self expression.

If we draw our co-operative attention to the above points, we hope in the near future, the learning of Hindi will be of much use, each and everybody will be able to learn Hindi as easily as one learns his or her mother tongue.

ASSOCIATIONS

Pradhan Siksika Samiti

Three meetings of the Pradhan Siksika Samiti were held in the last three months. The meeting for July was held on 28th July, 1956. There was no meeting in August, but two were held in September, on 1st September, 1956 and 22nd September, 1956.

The subjects for discussion in the first two meetings were: "School Broadcasts" Cumulative Record Cards" and "How to keep Teachers' Records". As the discussions overlapped on to different meetings, gists of the topics are given below separately instead of being reported meeting by meeting. The meeting of the 22nd was arranged as an informal social gathering to meet Sri M. Sengupta, Supervisor of School Broadcasts, A. I. R. Calcutta. Unfortunately, however, he refused to attend at the last moment. It was then neither possible to change the arrangements, nor to notify the head mistresses. This meeting therefore, discussed a possible programme for the Annual Conference of the Department. A provisional programme for a ten days' meetings and conferences was drawn up and is printed separately along with other notifications.

School Broadcasts

(Recommendations received in writing from some headmistresses are also included in the following)

Time :—The present timing for the school broadcasts was generally considered to be unsuitable and it was recommended that these should be held, either just before or after the midday recess or just before the breaking up time. Differences in the timing of the recess and of the end of the day in different schools can be adjusted by mutual arrangement. This however would not solve the problem of girls' schools or classes held in the morning of which there is a large number in and around Calcutta. Recordings of radio talks, if available, may meet this situation.

Subjects :—It was generally recommended that the broadcasts should not be directly on the school curriculum, but on allied subjects. Text book topics are unsuitable because it is not possible for teachers to integrate these broadcasts into the general body of their class teaching. The topics should be such as to supplement the work of the teacher by extending, amplifying and vivifying what is taught in school. Quiz programmes in which pupils can participate would be interesting. There should be different programmes for different age and attainment groups.

Songs and instrumental music was considered to be unnecessary because boys and girls listen to a lot of them at other times.

Atmosphere :—It was considered that for educationally profitable listening, the classroom atmosphere should be maintained as far as possible. After-school hours are unsuitable in this respect because the pupils would then expect entertainment instead of instruction.

Assembling the pupils in the school hall for listening to general broadcasts was considered unadvisable for the same reason.

Interest :—The school broadcasts are not sufficiently interesting and, though pupils listened to them initially as a novelty, the interest has palled within a short time.

Speakers :—The speakers should be thoroughly acquainted with school syllabuses and, should be able to create interest. They must know the techniques of approach to different age groups of pupils. The best and the most effective school teachers should be closely associated with school broadcasts. The Pradhan Siksika Samiti will gladly supply a list of good teachers for taking part in school broadcasts.

Inter school programmes should be arranged in which boys and girls from different schools are invited to participate.

Printed Materials and Records :—Interesting and useful printed aids on the subjects of the broadcasts for the use of teachers would be very welcome. This could be used for future discussions and if broadcasts were missed. Questions of the objective type to be given to the pupils after the talk would be useful. The actual broadcast should be of 20/25 minutes' duration, the rest of the period being utilised for work and discussions on the abovementioned materials.

The best talks should be recorded and made available to schools at cost price.

Space and Equipment :—This posed a problem which was considered to be insoluble for many. To assemble the pupils in the school hall for listening was considered to be inadvisable on the ground that it would create an anticipation of entertainment while to arrange for listening in the classrooms would involve purchase of radio sets for all classes and sections.

It was also stated that some schools have no hall and some have no radio set.

Co-operation with Headmistresses :—It was considered to be of the utmost importance that the general programme for 1957 for school broadcasts should reach head mistresses by the second week of December, '56.

It was suggested that a school broadcasting council consisting of educationists, representatives of teachers, head masters, headmistresses and representatives of the Education Department of the Government of West Bengal should be formed to plan educational series, define aims, publish supplementary printed aids and maintain contact with schools.

Given greater co-operation between the School Broadcasts Section of the All India Radio of Calcutta and the Pradhan Siksika Samiti, it was felt that there should be no reason why the school broadcasts should continue to fail in their purpose as they are doing now. The good example of Bombay was cited in this connection.

Cumulative Record Cards

How to keep notes :—It was felt that the heads for noting should be simplified and brought down to the minimum to prevent making an extraordinary amount of additional work for teachers.

The use of a three point scale (good, bad, average) was suggested to simplify noting under each head, but some felt that this may compel the average pupils who form the bulk of the school, to remain non-descript and feel frustrated. Personality traits may also be missed in this way.

Teachers' Attitude :—It was felt that teachers needed a great deal of preperation in their attitudes. Many psychologically treatable cases were aggravated by callous and thoughtless

treatment by teachers. Some teachers' noting showed a great preponderance of 'C' grade remark, a sign of their own unhappy mentality. The opinions of teachers about the same individuals often differed according to their own prejudices.

It was suggested that the best way for filling up the cards would be to hold a discussion with the headmistress and then to enter remarks after joint deliberations of all the mistresses concerned.

Teachers' Records

It was felt that the quality of teachers' work depended, to a large extent, on their problems.

Overwork ;—The teacher has to correct too many books. Counting forty pupils in each class, she has to correct a minimum of two hundred books per week taking at last 800 minutes or eighteen hours per week.

Preparation for teaching about five periods daily would take $1\frac{1}{2}$ hours each morning.

Then the actual teaching involves strain on the lungs, specially if she has to teach as many as twenty-nine periods each week. Moreover twenty nine periods would mean (with forty girls in each class) that the teacher has to tackle one thousand girls each week.

Above all, teachers are social beings. They have household responsibilities—husband, children, housework.

It was felt on the other hand, that under the present circumstances, it was not a practicable proposition to reduce the number of periods that teachers have to work and that, in any case, their hours of work are less than many others.

Private Tuition :—The low salary of teachers make them seek 'private tuition' which the parents have to arrange because of the low standard of teaching by overworked schoolmasters and school mistresses. This means more overwork for them and a still lower standard of teaching in schools.

Opportunities for self Improvement :—Teachers should expand socially and increase their knowledge for their own and their pupils' sake but they have no time and energy for it.

Refresher courses are arranged for them which they attend unwillingly under official on moral pressure and are not able to benefit because they are too tired.

On this point, also, there was a second opinion that teachers have a very large number of holidays in the year (165 days). Granted that holidays are meant for rest and recreation, they should be able to devote a part of these holidays for profitable study. Even a short period of reading, say fifteen minutes, each morning would make a tremendous difference. It was added that teachers prefer reading novels and light literature to educational books.

Idealism :—It was stated that teachers have lost the spirit of education for the sake of education which will have to be regenerated in spite of all difficulties.

It was not quite true, it was stated, that low salaries was the only cause of discontent. Discontent was everywhere, even very highly paid officials have known to have gone on strike for more money. This is becoming a national weakness about which we have to ponder very seriously.

English Teachers' Association.

The third and the fourth meetings of the English Teachers' Association were held on the 17th July and the 18th September, 1956.

A debate was held on the 17th July 1956 on the topic that 'English should be replaced by Hindi by 1965'. A team of four members of the Association supported the motion while a guest team of four students of the Presidency College spoke in opposition. Prof. Amiya Kumar Majumder of the Presidency College was on the chair.

The teams were as following ;—

For the motion :— Mrs. Sadhana Guha.
Miss. Ashoka Chatterjee.
Mrs. Iris Neogy.
Mrs. Nilima Chakravarti.

Against the motion :— Mr. Hiranmay Karlekar.
Miss. Sreelekha Gupta.
Mr. Shasthibrata Chakravarti
Mr. Biswapriya Basu.

The motion was lost 22 votes to 26.

The debate was interesting and enjoyable, but, unfortunately, only a handful of members of the Association attended the meeting. This did not only appear very bad but English teachers should also remember that it is no use attending Spoken English classes of the Department and having an English Teachers' Association if they do not avail of its meetings to brush up their spoken English.

The discussion at the next meeting was, therefore that 'The English Teachers' Association should be abolished on account of poor attendance by teachers'.

The attendance was slightly better this time and it was decided to give the Association another lease of life.

The meeting then decided to hold an annual conference in December (the programme of which has been printed elsewhere) in which the Draft Syllabus will be discussed. Teachers' wishing to have copies of the same should apply to the co-ordinator. Some other topics were also taken up at that meeting points from which are given below.

Text books :— Teachers of English generally felt that the text books for English being used in the schools of West Bengal are not suitable. These should be replaced by complete series of text and rapid reading books with graded vocabulary and structures. Text books writers should be directed to use simple structures and text books should be thoroughly reviewed before approval.

Teachers :— The least qualified teachers are generally put to teach English in the lower classes of schools. This lowers the standard of English at the outset which is very difficult to make up for later.

It was recommended that only good teachers speaking English well should teach English in the lower classes. If they are not graduates a special training should be given to them on methods of teaching English and spoken English.

Aids :— Linguaphone records of good English broadcasts should be used to improve the standard of English of both teachers and pupils.

Home Science Teachers' Association

Four meetings of the Home Science Teachers' Association were held in the last three months, on the 26th July; 23rd August and the 20th and 24th September. '56.

At the meeting held on the 26th July, the possibility of writing suitable text books on Home Science for classes VI, VII and VIII was discussed.

The syllabuses were discussed on the 23rd August and it was felt that a handbook for teachers' guidance could be compiled, but some lectures on certain topics would be necessary before the members felt sufficiently confident to take such a task. The responsibility for drafting different chapters of a handbook for teachers of Home Science of class VI was distributed and it was resolved that some lectures would be arranged at future meetings.

On the 20th September, the Draft Syllabus for Higher Secondary Schools issued by the All India Council for Secondary Education was taken up for discussion and the discussion continued in a special meeting on 24th. It was felt that a closer study of the syllabuses would be necessary before a definite opinion could be given on them. The teachers present were requested to submit written notes as early as possible.

The general impression on a cursory study was, however, that comparing the one subject course (included in the Humanities and Science Groups) and the three subject course (Group 7) it was found that the theoretical portion of the one subject course was actually heavier than that of the three subject course while the practical part was not sufficiently lighter. Home Science teachers wishing to have copies of the Draft Syllabuses should apply to the coordinator.

It was decided to hold the Annual Conference of the Association in second half of December along with an exhibition of work by pupils of different schools.

New Members of the Pradhana Siksika Samiti.

Sm. S. Roy Entally Hindu Balika Vidyalaya
,, I. V. Sing S.S. Jalan Balika Vidyalaya
,, Prativa Dasgupta Rukmini Balika Vidyalaya



REVIEW OF WORK

We are standing near the end of our first year's work and the Teachers' Quarterly is now six months' old, for the Department of Extension Services of the Institute of Education for Women had officially started its work from the 14th November 1955 and the first issue of the Quarterly had appeared in the first week of April, 1956.

Much have happened in this period, we have established friendly relations with a number of Girls' Schools all over West Bengal, we have become very closely connected with the Pradhan Siksika Samiti and the English and the Home Science Teachers' Associations. If we have lost the first flush of enthusiasm, it means that the honeymoon is over and we are settling down to the brass tacks of day to day work.

We have held three series of training courses and the fourth will be held before the year is out. We have issued and shall issue a large number of certificates. We are, however, not counting our success by the numbers of schools and trainees and certificates. We shall feel that our efforts are being rewarded only if and when there is a feeling of oneness and a new enthusiasm amongst us. There are, already, signs of the beginnings of such a unity through meeting and working with people who have the same sort of ideas in life. We are amidst a small circle of friendship which is hard to break and well may we hope that it should serve as a nucleus for future growth, a cadre for high standard education.

One sad incident of this period was the sudden departure of Mr. Banee Sarkar, the Assistant Co-Ordinator. She was here on Saturday, the 21st July, 1956 and not here on the next Monday. This was rather disorganising by its very suddenness. The Department has borne this shock as well as it could, her place, however, yet remains to be filled. This vacancy is not only a gap but a strain on others as well.

Our good wishes are with Mrs. Sarkar in her new and important assignment. May the 'Government Sponsored Degree College for Women' of DumDum of which she is now the Vice Principal prosper well.

Our Department was audited by auditors appointed by the All India Council for Secondary Education between the 17th and 24th September.

School visiting was held in abeyance partly on account of the rains and partly because there was no Assistant Co-ordinator for most of the last quarter. The Co-ordinator, however, visited the Bethune, St. Margarets, Sri Siksayatan and S. S. Jalan Valika Vidyalaya in July, the Gokhale Memorial Girls' School and the Kalidhan Institution in August and the Sakhawat Memorial Girls' School in September.

We had two important visitors, Mr. Natarajan, Secretary, All India Council for Secondary Education on the 29th July and Mr. Gordon Mackenzie, Educational Consultant Ministry of Education, New Delhi, on the 14th August, 1956. Both the visits being short and without sufficient notice, we were not able to take advantage of them as we should have liked to do.

The three Associations with which we are connected have met in the normal course. Reports of their activities, as self supporting and independent organisations, have been printed separately.

It has not been possible to give shape to the Craft Centre, as planned by us, on account of insufficient response. We, however, find a great deal of enthusiasm for "Apparatus Making" amongst our trainees and are therefore, still keeping the offer open.

There was a meeting of the advisory Committee on the 12th July, 1956 in which the plans for the "Rains Term" training courses were discussed and the importance of school visiting and following up of the work of the trainees was emphasised, but, for reasons mentioned before, we have not been able to take these up as much as we should have done. Some common activities were suggested between the Departments of Extension Services and the Institute of Education for Women. These, also, have not yet been taken up.

The "Rains Term" training courses had started with a general meeting on the 4th August 1956. Four subjects were offered, viz, history, geography, Bengali and Hindi. A course of six lectures on social studies was arranged as a compulsory part of the courses on history and geography. Preparation of visual aids such as charts, models etc was considered to be an integral part of all the courses. There were some demonstration lessons for which girls from the Sakhawati Memorial, Lake and St. Thomas Girls' Schools were brought to the Institute. These were as much of a treat to the girls as they were for the trainees and it is hoped that these small beginnings may serve as the basis of inter-school co-operation on a larger scale in the future.

For the success of the courses our thanks are due to some members of the staff of the Geography and the Education Departments of the Calcutta University, the David Hare Training College, the Institute of Education for Women, Loreto House (Middleton Row), the Scottish Church College and the Rashtrabhasha Prachar Samiti. Mr. R. R. Sinha of the above Samiti has earned our special thanks for shouldering the whole responsibility of organising the Hindi course in co-operation with Sm. Bimala Majumdar of the Institute.

We have made a special note of the fact that some of the trainees return to us repeatedly. They are, however, not the greenbacks of Gresham's Law but the brightest coins of our human currency. They come back here not just to attend the courses but because they feel the necessity for a friendly professional circle for the exchange of ideas amongst teachers and would like to use the Department as a platform. They are our friends and are taking quite a lot of initiative to see to the successful conduct of our courses and other activities. Most of them are members of the different associations with which we are connected, those who have not yet joined are also expected to maintain this relationship through them or through other ways.

Forty seven trainees have qualified for certificates of attendance. Fifty three certificates were awarded, six persons having qualified for two each. A list of successful candidates with special mentions is being printed elsewhere.

| NAME OF SCHOOL & TRAINEE | Subjects Taken | Work Done |
|---|----------------------|---|
| Baranagore Girls High School | | |
| Nilima Bhattacharya | Geography | Coral island & Relief Map of India. |
| Gitasri Sarkar | Geography | Model of a Lake, & Relief map of India. |
| Reba Som | Geography | One man in every five in India. |
| Behala Girls' High School | | |
| Leena Sengupta | Geography History | Model Chart Map of D.V.C. chart Evolution of Map. |
| Minati Ganguly | Geography History | Model Island & lake. Chart Panipath |
| Bina Rose | History | Chart |
| Beltala Girls High School | | |
| Sudha Chakravarti | Hindi | |
| S. Sen | Geography | Model of a Delta. |
| Amita Mitra | Geography | |
| U. Ganguly | Bengali | Charts. |
| U. Pal | Bengali | Charts. |
| Binodini Girls High School | | |
| Sunima Banerjee | Hindi | |
| Ava Sen | Geography | |
| Sova De | Geography | Ox bow Lake Model. |
| Sagarika Ghose | Bengali | Collections Books by students. |
| Entally Hindu Balika Vidyalaya | | |
| Pratima Bhowmik | Bengali | Chart. |
| Jyotsna Bardhan | Bengali | Chart. |
| Priti Chanda | Bengali | Chart. |
| Usha Chakravarti | History | Chart. |
| Gokhale Memorial Girls High School | | |
| Amiya Dutta | Geography | |
| Kumudini Kanya Vidyamandir | | |
| Palash Biswas | Geography | A map of India Showing natural regions. |
| Smriti Chakravarti | Bengali History | Two Charts. |
| Archana Majumdar | History | Helped to make a battle plan of Plassey |
| Lake School For Girls | | |
| Usharani Bhattacharya | Geography | Chart (Plantation Industry). |
| Charuprava Sengupta | Bengali | Chart Sanskrit |

Lake View Girls School

Smriti Das
Namita Basu

Geography Hill (Model)
Geography River (Model)

Muralidhar Girls High School

Nilima Maitra
Amita Chakravarti

Geography
Bengali Two Charts

Peary Charan Girls School

Santi Ghose
Sipra Dutta
Bani Das
Geeta Ghose
Uma Chowdhury
Ankursani Mitra

History
Hindi
Geography
Geography
Bengali Chart.
History Chart to aid the teaching of Hindi.

Rajpur Padmamani Girls High School

Basanti Roy

History Helped to make battle plan of Plassey.

St. Thomas' Girls' High School

Iris Neogy

Hindi Helped to make battle plan of Plassey,

Sakhawat Memorial Girls High School

Susama Mandal
Pritimoyee Guha

Geography Map & Pictures,
Geography Model of the birth of a river, Barometer Chart,
Maximum Temperature chart for the month of
July. Outlines maps of N. America.

Kanak Chowdhury
Renukana Sengupta
Smriti Bose
Sadhana Guha
Niharkana Mitra

Bengali One chart on vitamins.
Bengali Drama (organised) & chart.
Bengali Two charts.
History Helped to make a battle plan of Plassey.
History Helped to make a battle plan of Plassey.

Siksaniketan (Behala)

Shewli Sengupta

History Helped to make a battle plan of Plassey,
Geography Coral Island (models).

Sri Aurobindo Balika Vidyalaya

Kalyani Ghose

Hindi & Model, Lake, Atoll, Geog.
Geography Chart, Hindi Chart.

Independent

Madhuri Dasgupta

Hindi

Special Mentions

I

The following trainees have shown special merit by organising items of entertainment, by the pupils of their schools, at the Closing Social of the term :—

On behalf of the History Group Sm. Nihar Mitra of Sakhawat Memorial Girls' School produced a short dramatic sketch 'Emperor Akbar and Bairam Khan'. The playlet was composed and directed by the pupils themselves under Sm. Mitra's guidance.

On behalf of the Geography and Social studies Group Sm. Usha Bhattacharjee of Lake School for girls produced a playlet 'Visva Milan' (World Unity). This playlet was her own writing which proved to be of considerable merit.

On behalf of the Bengali Group Sm. Amita Chakravarti of the Muralidhar Girls School produced a musical 'Sesh Varshan' (The Last of the Rains).

On behalf of the Hindi Group Mrs. Iris Neogy produced a short Comic in Hindi.

II

The following trainees secured the highest attendance in their respective groups.

History— Bina Bose, Minati Ganguly and Shewli Sengupta.

Geography— Minati Ganguly, Shewli Sengupta, Gita Ghose & Nilima Maitra.

Bengali— Renukana Sengupta and Smriti Bose.

Hindi— Sudha Chakravarty and Madhuri Das Gupta

Group Photographs of Rains Term
Trainees are ready—Please approach
Coordinator for copy.

Books

Received From the U. S. I. S.

The World Almanac and Book of Facts 1956.

Seventy First Year of Issue

Published by the

New York World Telegram and The Sun

Specimen Copies of Text books received from Publishers.

English :—

School Readers
Simple English Grammar
Simple English Translation & Composition
The New Bengal Primar
An Up-To-Date Bengal Composition
First steps in English Translation & Comp.
Tales for Studends
Aesop's Fables
New Methed Translation & Composition
Dev Readers. Book (1)
Dev Readers, Primer
New Happy Readers.
Infants' Grammar
First Steps in English Grammar
School Readers (Primer)
Tales for Students

Victoria Book Depot.

Dev Library.

P. C. Majumder & Brothers.

New Bengal Press.

Dev Library.

Victoria Book Depot.

Victoria Book Depot.

P. C. Majumdar & Brothers.

Arunalaya, Konnagore.

Dev Library.

P. C. Majumder & Brothers

Dev Library.

Victoria Book Depot.

Victoria Book Depot.

Victoria Book Depot.

Victoria Book Depot.

Bengali :—

মাধ্যমিক বাংলা ব্যাকরণ
বাংলা ভাষার ব্যাকরণ
সংক্ষিপ্ত বাংলা ব্যাকরণ (১ম ও ২য় ভাগ)
শিশু ব্যাকরণ
আধুনিক বাংলা রচনা
শিশু রচনা
মধ্য বাংলা রচনা
আদর্শ রচনা শিক্ষা

পি সি মজুমদার এণ্ড ব্রাদার্স ।

দেব লাইব্রেরি ।

দেব সাহিত্য কুটীর ।

ভিক্টোরিয়া বুক ডিপো ।

পি সি মজুমদার এণ্ড ব্রাদার্স ।

দেব লাইব্রেরি ।

বিশ্ব সাহিত্য প্রকাশনী

দেব লাইব্রেরি ।

| | |
|---------------------------------|-------------------------------|
| সরল প্রবন্ধ (১ম ও ৪র্থ ভাগ) | ভিক্টোরিয়া বুক ডিপো। |
| দীপশিখা | " " " |
| প্রভাত সূর্য্য | " " " |
| গল্প সংকলন | " " " |
| অমর বাণী | পি সি মজুমদার এণ্ড ব্রাদার্স। |
| শতদল | " " " " " |
| কাব্য মর্মর | দেব লাইব্রেরি। |
| গল্পবিতান | বিশ্ব সাহিত্য প্রকাশনী। |
| অরুণোদয় | " " " |
| ভূগোল প্রবেশিকা (২য় ও ৩য় ভাগ) | ভিক্টোরিয়া বুক ডিপো। |
| ছোটদের ভূগোল | " " " |
| প্রাথমিক ঐতিহাসিকী কথা | " " " |
| মধ্যযুগের ইতিকথা | " " " |
| নবযুগের ইতিহাস | বি ব্যানার্জি এণ্ড কোং। |
| স্বদেশ ও বিদেশ | পি সি মজুমদার এণ্ড ব্রাদার্স। |
| ছোটদের সামাজিক ও নাগরিক শিক্ষা | " " " |

Purchased by the Department of Extension Services

English :—

Learning and Teaching
New Education and Its Aspects
Modern Teaching,
Practice and Technique
Black Board and Easel
Examinations in India
What Basic Education Means
Education in Free India

A. G. Hughes & E. H. Hughes
K. K. Mukherjee.

J. H. Panton
H. W. Howes
Salamat Ullah
Hans Raj Bhatia

- ১। শিক্ষায় মনোবিজ্ঞানের কয়েক পাতা
- ২। শিক্ষায় মনস্তত্ত্ব
- ৩। শিক্ষা ও শিক্ষানীতি
- ৪। শিক্ষা (রবীন্দ্রনাথ)
- ৫। শিক্ষা (স্বামী বিবেকানন্দ)
- ৬। শিক্ষা আমার শিশুর কাছে
- ৭। শিশুর মন
- ৮। নূতন শিক্ষা
- ৯। সমাজ ও শিশুসমীক্ষা
- ১০। সমসাময়িক মনোবিজ্ঞান
- ১১। সমাজ শিক্ষার ভূমিকা
- ১২। নয়া শিক্ষা

- ১৩। নবীন ও প্রাচীন
- ১৪। বাংলা পড়ানো
- ১৫। বাংলা পড়ানোর নূতন পদ্ধতি
- ১৬। বাংলা ভাষার শিক্ষা পদ্ধতি
- ১৭। বাংলার জন শিক্ষা
- ১৮। বুনিয়াদী শিক্ষার সংঘটন
- ১৯। বুনিয়াদী শিক্ষার কথা
- ২০। বাংলা সাহিত্যের খলড়া
- ২১। প্রাথমিক শিক্ষার আদর্শ
- ২২। মনস্তত্ত্বের গোড়ার কথা
- ২৩। হিন্দি কবিতা পাঠন

Proposed Programme for the Annual Conference, December—1956.

Saturday the 8th
4 P.M.

Annual conference of the Pradhan Siksika Samiti. It will open with a general meeting. Miss. M. Bose will be requested to preside and to give a talk on her observations in her recent tour in England.

Later on, if there is demand for such a procedure, the meeting may divide itself into interest groups and discuss subjects like 'Upgrading of Schools' 'Draft Syllabuses for Higher Secondary Schools' or any other subject wanted by headmistresses

Monday the 10th
1 P.M.

Elocution competition amongst girls of classes VI, VII and VIII. All secondary schools will be entitled to enter. Two girls will be allowed from each school. The poem to be recited must be very short, not more than 25/30 lines.

Tuesday the 11th
1 P.M.

Debating Competition amongst girls of classes IX, X, Subject—বই পড়ার চেয়ে কাজ করার মধ্যে দিয়ে শিক্ষা ভাল হয়। Two girls from each school will be admitted. Time limit for each speaker 5 minutes. (one for and one against the motion)

Wednesday 12th
1 P.M.

Elocution Competition (contd)

Thursday the 13th
1 P.M.

Debating Competition (Contd)

Friday 14th
1 P.M.

Pupils' Day—Teachers and pupils meet, each school may provide programme for 5 mins.

Monday 17th
5 P.M.

Parents' Day, exhibition debate and elocution. Talk.

Wednesday 19th
5 P.M.

Annual Conference of the English Teachers Assn. Discussion on the Draft Syllabus.

Thursday 20th
5 P.M.

Annual conference of the Home Science Teachers Association :- Exhibition, Talk on Nutrition or Balanced Diet.

Saturday
3 P.M.

Open session of the Conference. General Report.

Note—We should like to request all readers of 'Teachers' Quarterly' to join us in the Conference even if they are not members of any of the Associations.

We should like to have suggestions from headmistresses about the subjects which they would like to have discussed at the Conference.

We should like to request home science teachers to place exhibits in our exhibition.

We should like to invite competitors for the elocution and debating competitions.

We should like to see schools represented on the 'Pupils Day' and parents on the 'Parents' Day'

All who are interested please enquire from

The Coordinator,
Dept. of extension Services
Institute of Education for Women
20B, Judges Court Road, Alipore.

Empolyment Exchange

We had announced our Employment Exchange with great hopes which, since, have been belied because we found that, on the one hand, most applicants for teaching posts donot want to go outside Calcutta and, on the other, Calcutta Schools donot need our services so much as the outlying schools do. We are very sorry that we have not been able to fulfil their demands as we would have liked to do. However, we are giving below, details of both employers' and employees' requirements. Those interested please enquire at the Department.

Situations Vacant.

Wanted—two lady teachers, one B.Sc., preferably with B.T. and the other, Domestic Science trained, for a girls' high school in Midnapur Dt. Salary according to Board scales and free quarters.

Wanted—in a district town, teachers of English and Mathematics. The first should be either an M.A. in English or B.A. with English honours and B.T. The second should be a B.A. with Mathematics or B.Sc. and B.T.

Wanted—a graduate trained teacher with intensive course of physical training, for a school near Calcutta.

Situations Wanted.

Wanted—a change to a Calcutta school by Bengali girl educated in Delhi. M.A. (Econ.) B.T. Teaching since 1951 on a salary scale of 100/-5/-250/- plus D.A. Present salary Rs. 190/- including allowance.

Wanted—post as headmistress at Calcutta. M. A. (Mod. Ind. Lang), B. ., Basic Trained with training in A. C. C., Bratachari and Girl Guides. Speaks Hindi well. Serving now as headmistress outside Calcutta.

Wanted—post in a Higher Secondary School by M.A., (Phil) B.T. with teaching experience of seven years.

Wanted—employment in South Calcutta by B.A., B.T. Matric. and I.A. Div I, B.A. distinction and B.T.—Class I, Experience—eight years.

Wanted—post in Hindi or Bengali school in Calcutta by B. A. (Nagpur), B. T. (Cal.) with English Method, certificate for spoken English from the Department of Extn. Services and Kovid of the Rashtrabhasha Prachar Samiti.

Wanted—employment in a Hindi or English School in South Calcutta by graduate of the Allahabad University. Speaks Hindi and English fluently.

Wanted—post in school, office or library by I. Sc. of the Calcutta University with knowledge (Speed 30) of typing and certificate of Training in Librarianship of the Bengal Library Association.

Wanted—post in school by Hindi speaking girl, matriculate and first division Instructress from the Instructors' Training Institute of the Government of India Social Welfare and Rehabilitation Directorate.

Wanted—post of music mistress by pupil of Ustad Mushtaque Ali Khan in Sitar.

Wanted—suitable post by a Bengali girl educated in Nagpur and Calcutta. Matriculate, Senior Trained, qualified in Social Training of the West Bengal Adult Education Association, has Lady Brabourne Primary Diploma in Needlework and passed the Pravesh and Prathamik examinations of the Rashtrabhasha Prachar Samiti.

Teachers' Quarterly

Vol. 1. No. 4. December 31, 1956

FOREWORD

The Teachers' Quarterly along with the Department of Extension Services of the Institute of Education for Women has completed the first year of its existence. It has been a year rich with work and hope, contact and cooperation.

Our resources are limited, but our aspiration is high—very high indeed, embracing the whole field of Secondary education. We should have considered our aspiration to be too high for practical realisation if we did not have with us the goodwill and the more active help and cooperation of so many other workers in the field of education.

Our heartfelt thanks are due to so many, the Education Department and the Inspectorate of the West Bengal Government who have helped and encouraged us in all our projects, the sister institutions and individual educationists who have cooperated with us throughout our career, last, but not the least, the head mistresses and teachers who have joined wholeheartedly in our conferences and seminars, refresher courses and workshops, or, perhaps, it is an insult to ever offer thanks to some of them who have entirely identified themselves with us and made the cause their own which it actually is.

We are entering into a momentous era in the history of our century's education. A new dawn is awakening, the Sun is not yet up, but there is a glimpse of light in the East.

Our standards of education or our School conditions have not yet substantially improved, nor have methods of teaching or examination undergone any fundamental reform. But a new spirit is already in the air, a new ferment is working in all of us in the different fields.

Let us all work together earnestly and hope and work for the time when this heaven may enliven the whole field of education.

Nalini Das, M. A.

One of the special meetings of the Association of Teachers of English was held on the 16th November, 1956 when Mr. Bruton, Education Adviser in India of the British Council, was kind enough to give a very interesting and useful talk on 'Problems of Spoken English'. The other was held, on the 29th of the same month, for the amalgamation of the two existing associations of teachers of English in West Bengal the details of which have been given in the annual report of the association.

The "Autumn Camp" training courses were held from the 18th October to the 3rd November, 1956. Eighteen teachers from schools outside Calcutta including the head mistresses of the C. C. Girls' High School of Malda and Begum Faizunnessa Balika Vidyalaya of Jalpaiguri stayed at the hostel of the Institute and eight teachers of Calcutta schools attended the classes daily. Courses were given in the methods of teaching Bengali, history and geography. "Apparatus making" was compulsory for all and an orientation course on "Social Studies" was compulsory for trainees of history and geography groups. Most of the trainees qualified for certificate on two subjects and some for even three. A list of their names is given elsewhere in this paper.

The "Closing Social" of the Autumn Camp was held on the 3rd November, 1956, with Sri D. N. Roy, Principal, David Hare Training College on the chair. Variety entertainment, including a play-let composed by the trainees themselves, was presented and Sri D. N. Roy awarded the certificates.

We are glad to add, at the end, that we have received quite a large number of books and some charts and globes from the T. C. M. we shall lend these to schools who may wish to have them. We shall take the responsibility of sending these things ourselves when our station wagon arrives, but, for the present, we shall lend the books and equipment to those who can make arrangement for transport.

Review

General Science in Secondary Schools.

Sobhana Das Gupta, M.Sc., B.T.

The Secondary schools of India today, are on the eve of having some drastic changes introduced within regarding both the contents and methods of teaching of different subjects. It was the Mudaliar Commission in 1952, which brought forth a concrete scheme of reformed educational system for our country. This was in answer to the opinion voiced by many—both educationists and laymen—that if India is to produce intelligent, rational and humane citizens for the future world then its education which will have to undergo some fundamental changes. The novel ideas given in the report of the Commission have given rise to endless discussions, but on the whole, the suggestions have been accepted by all concerned, and the scheme will be launched from the coming year.

Educationists aim at giving all children who attend Secondary Schools a solid foundation of education. This is provided, on the one hand, by languages which are the instruments of thought and expression, and on the other, a minimum amount of knowledge in Social Studies, Science and Mathematics. With this equipment, it is hoped, a child will be enabled to pursue his life activities with intelligence and understanding. There can be no doubt that such a course is absolutely essential. A first class philosopher who does not know the structure of an atom, or a research chemist who is not familiar with the terms devaluation or gold standard will be utterly out of place in the society of tomorrow. It is the "core syllabus" which will guard against the production of such 'educated fools' as they are called.

It has been the opinion of many that Science and Mathematics are difficult subjects and can be comprehended by a selected few, especially in the case of girls. But if the right approach is made, why should girls find it more difficult to understand Nature than to appreciate her? In fact, the more they understand Nature through Science, the better will they be able to appreciate her in poetry, in art and in literature. It is this approach that counts, and it is this change of approach which is the most significant factor underlying the new system of teaching that is going to be followed. Without a basic scientific knowledge, it will not be possible to live effectively, or deal with the various complicated problems of democratic society in a modern technical world. That science should be included as a compulsory subject, therefore, should go unchallenged. The question is—what to teach and how to teach?

The draft syllabus issued by the All India Council for Secondary Education is based on the recommendations of the Mudaliar Commission. In it the general Science portion of the core curriculum has been divided into the following sections :—Our surroundings' Nature of Things,

The Teaching of Social Studies in Modern Higher Secondary Schools.

J. P. Lahiri, M. A., B. T., Dip. Ed. (Lond), Teachers' Cert. (Cantab),
W. B. S. E. S. (Retd.), Principal, Lahiri College,

Chirimiri (M. P.)

What Adjustment to Social Order Means.

The human being is born into a social and spiritual world (the world of Man) as well as into a material world (the world of Nature) i.e. for all of us most of our life means adjustment to the social order and the world of Nature, the one is as necessary to our mental life as the other to our physical existence.

The first world, the social order,—is wholly man's creation. It represents the entire fabric of civilisation, which means a condition of affairs evolved by man through the ages, permitting man to satisfy his physical needs but also the demands of the mind and the spirit. It is the outward sign and manifestation of man's creativity, the activity of his instincts and emotional impulses and aspirations, visible to everybody in the form of a "House of Parliament" or invisible in the form of customs laws, ideas, beliefs, attitudes and traditions of a nation.

The social order is man-made and, as such, stands over against and in contrast to the second world, the world of Nature—which is the product of the forces of Nature, working independently of Man, though now becoming more subject to the control of his intelligence with the advances made by science. Like the world of Nature, **social forces** akin to the forces of Nature, such as, the primal or elemental forces of our social instincts—those of gregariousness, love of power, of fighting, of acquisition etc., are at work in the social medium provided by the school through which the child expresses himself and which impinge, modify and influence his behaviour and shape his life.

Education is adjustment of the child to the two worlds the worlds of Man and Nature, and it is the world of Man with which we are concerned when we are going to talk about the new subject matter—Social Studies, the object of which is "to adjust the students to their social environment which includes the family, the community, State, Nation and the world—so that they may be able to understand how society has come to its present form and interpret intelligently the matrix of social forces and movements in the midst of which they are living."

"Social Self" as Part of "Individual Self" the "Social Milieu" :

"Society is not an entity apart from the individuals who compose it." The social self is part of the very texture of the individual self, for the society of man has its existence only within the experience of individuals. Man's nature unfolds itself only in the social milieu which is common to his neighbour. What, then, is the social milieu of modern man in this atomic age? There can now be only one answer to such a question, viz., with increasing

conquest of space and time and increasing contacts with men of other regions and culture-patterns consequent on the physical unification of the world, the whole world is man's social milieu in the present context.

The individual and society :—All education is social education.

It is then the business of education to discover to the individual child this social milieu which is basically a part of his mental equipment and is being constantly reshaped by man.—No individual can make a real contribution to progress unless he can eventually enlist the cooperation of society. We cannot and should not ignore in our education the political and social environment of to-day, for the compelling reasons that we have evolved a society which needs the cooperation of all of us and in which a share in controlling our fate belongs to each one of us. At no time in the world's history is it realised that all education is social education simply because we are members of one or another and are, at all points, dependent for our development as mature citizens on the support of our neighbours. Education has thus a dual function—to integrate the individual and to condition a society in which the infinite variety of people comprising society might retain their individuality but present a common attitude of "all for each and each for all"

"Personal Efficiency" and Social Efficiency - the Twin Aims of Education.

Does society connote surrender of individual liberty? The real problem is to reduce the tension between individual and society so that men gladly accept the demands of social cohesion and make their contribution to progress within a favourable social framework. The performance of public duty is not the whole of what makes "a good life," there is also the question of the pursuit of private excellence of "personal efficiency" as against "social efficiency" as the twin goals of education. Without civic morality communities perish: without personal morality and efficiency, their survival has no value e.g., if you are tempted away from the discharge of your duty to the community for a moment by a fine panorama of the sky at sunset, you will return to your work with no sense of shame but with a feeling of moral exaltation which will give you added zest to your day-to-day work.

There is a Limit to the Sociability of Schools.

The school is a social community. Apart from the direct advantages of social experience the school teaching gains if teachers and pupils can feel themselves part of one organised community instead of being just to come together for lessons. There is, however, a limit to the sociability of schools—a plimsoll line at which service to the community becomes a danger to education. Indeed, one of the most difficult issues is to determine the extent to which schools should respond to the claims which modern society makes upon them. If a service rendered by a school fits naturally into the curriculum or the corporate life of the school, the pupils gain useful, satisfactory and educative experience. If, on the other hand, it is a message of convenience designed to further a government scheme or one promoted by a political organisation, there can be a waste of valuable teacher-time without compensating advantages.

Why the New Subject of "Social Studies" has been Introduced.

Let us now enquire why this new subject of "Social Studies" has been introduced into the curriculum.

It will be readily conceded that any school curriculum is inescapably conditioned by the nature of society which it is to serve. Education must keep pace with the post-war social revolution.

Today the world needs citizens with a new outlook ; it needs men and women with higher standards of conduct and self-discipline than the ordinary educational system has yet produced. It is in wars that the values of educational systems and ideas are put to severest test, for it is in crises of life that man is seen as he is with his unconquerable spirit, his dignity, his heroic qualities as well as his failures and inadequacies to meet a grave emergency threatening the virtual extinction of man. So, directly after a world crisis, basic thinking is called for avenues of solving more adequately the age-old problem of the education of man in a rapidly changing world.

Giving a Social Bias to Modern Education.

As citizens of every country are now becoming more world-conscious, a wider outlook on the world is what modern education needs. A social bias tending towards supernational understanding can no longer be said to be unsound or educationally detrimental. An education for such community feeling can be defended on ethical, psychological and sociological grounds, for social cohesion is necessary for survival in this atomic age and education itself is a social force of tremendous significance concerned with the basic question of the extinction of civilisation. An integrated Social Studies Syllabus is the proper means during a pupil's school-going age for such an education ; for it is the subject in the curriculum which impinges on the daily life of the child, i.e., the contemporary life he has to live from day to day. It is most important for progressive education that teachers should have a proper understanding of social forces that impinge upon and shape the lives of students in the community provided by the modern school.

Modern education is virtually social philosophy in action. Social virtues and vices, the concepts of discipline, of right and wrong, of punishment, cooperation, self reliance, initiative etc. are best learned by actual living in and through a social medium, for which every progressive school must provide in its curricular as well as co-curricular activities. The child needs to be socialised, i.e., trained in human relationships in the social institution called the school ; otherwise he becomes a social misfit, lacking in the power of social adjustment. The teacher too needs to have a clear idea of the social milieu and of the social aspect of education without which he cannot help the child to become a worthy and cooperative member of society. Life is a network of human relationships. So powerful is the influence of this relationship of person with person, person with social institution, person with environment and of person with natural resources that an individual's mood and attitude varies according to the nature of this relationship.

Education of the Community by the Community and for the Community in its Community-Centred Schools.

As discussed already, both the school and the state have become tremendously significant after the last war. Of the small communities that go to make a nation, the schools are probably the most important, after the homes, covering, as they do, the most impressionable years of childhood. Due to the two world wars, the repeated challenge to democracy and the insistent demand for social security and cohesion for every citizen, the state has had to extend its function from a purely political one to the vast social and economic services of today and education too has widened its frontiers so as to embrace within its compass the new idea of the education of the community by the community and for the community in the community-centred schools of today. That is why the schools are now being organised more and more as communities; besides being the mere reflex of society, the school in its ideal aspect, has also to hold out before the community the vision of the future society.

Conditions in the Modern World Demand it.

It is therefore clear that the new subject of Social Studies has been introduced for better education and better world citizenship to meet an urgently critical situation brought about by the two wars. The outside world, i.e. society, is intruding more and more into the four walls of the school room today because we can no longer remain isolated units apart from the main stream of our social life. Both the teacher and the pupil are wrapped and enmeshed in this tangled network of human relationships that comprise the complex pattern of society as we know today. The most important of our questions today is—Are our children to be victims of a complete social catastrophe, a total global war of complete annihilation or future citizens of a united world? The man of the atomic age is faced with two alternatives—self-destruction by engines of total annihilation or realisation of his brotherhood in practical world-unity.

The safest course to avoid a nuclear war that threatens man with extinction is to cultivate mutual trust and understanding and fellow-feeling among nations. In the present context, therefore, a humanist conception of man, based on rationality, toleration, understanding and democratic recognition of the value of all individuals and culture-patterns evolved through the ages, is the only possible concept which can save man and, his social institutions from total annihilation.

Social Studies is, therefore, an essential need for future citizens—a need which concerns the very question of our survival. In and through Social Studies the child become aware of the relationships which make up the grand design of living together, the vital connection between play and work, livelihood and living, getting and spending, the individual and his life, the individual and his family, the family and its neighbourhood, locality, nation and work, and between physical and mental necessities, techniques, and values. Social Studies is then an indispensable constituent of any effective educational system.

Integration of 'Subjects' in Social Studies.

During the last decade various schemes for the grouping of subjects for the better organisation of school curriculum owing to their basic inter-relationship and correlation have been devised for progressive schools. Thus history, geography, civics and elementary economics have been regrouped under "Social Studies" and the scientific portion of Geography and the various sciences have been combined together under "General Science". This integration stresses the fact that knowledge and experience is a unity and the traditional diversion of knowledge into "Subjects" is unnatural, burdensome to the child mind and out of touch with the pulsating reality of life.

The Subject Matter of Social Studies :—

The subject matter of Social Studies may be stated as life and work of man the world over and part of its aim is the orientation of the individual to his neighbourhood, his national society and to the world in which that society impinges. It is this total approach which not only necessitates but also produces a fusion of history, geography, current affairs, citizenship, elementary economics and in its widest approaches, demands some correlation with social and natural sciences also. It attempts the weaving together of everyday experience and the fuller knowledge and understanding which go to make up the real culture behind patterns of behaviour.

Social Studies is not so much a 'Subject' as an idea, an approach and a method of learning. It emphasises the essential unity of knowledge and denies the validity of rigid subject divisions. It involves teaching and learning through participation in some kind of purposeful activity or Project. It teaches the relativity of learning, develops, in children, competence in tackling our social problems, gives training in cooperative work through Projects, offers general and special education, establishes a sense of role and, finally, promotes international understanding. It is thus a great necessity in facing a world contracting in time and space, and its problems. It has, as its specific educational function, to provide breadth rather than depth. The problem before the teacher of Social Studies is how far the school shall attempt to use the methods and results of various social sciences (viz., economics, sociology, political science and so on). It must be clear that to introduce ideas and methods from the whole range of the social sciences into the school curriculum is quite impossible and should never be attempted. There must, therefore, be an agreed syllabus arrived at on the results of experiment so as to be able to make it possible for teachers to make a general treatment of society which will fit altogether (synthesize) enough of the outlooks, methods and basic ideas of the various social sciences to render easy full cooperation in school among teachers trained in them.

A syllabus of Social Studies prepared by the Expert Committee appointed by the All India Council for Secondary Education has been made available to us. But, like all syllabi it can only be tentative and as such, it should be made the subject matter of experiments so as to keep it constantly under review and make new additions and alterations to it according to local circumstances after necessary curricular research conducted in our training colleges.

Local Studies, Field Studies, Social Studies.

Let us, first of all, understand the connotations of these three basic concepts. Local Studies include all those kinds of studies dealing with and limited by a comparatively small local area. They may be concerned with natural features, with archaeological remains and historical events and with each and every aspect of our present-day life.

Field studies may be more general than local studies, but concentrate attention on field methods. Here the emphasis is on first-hand contact with the objects studied whether these be rocks, plants, monuments of the past or features of social life in the present context.

Social studies may be local or general. When local, they will presumably include study through written records and in the field of all the main aspects of human life and activity in a particular limited area. In more general forms they will include studies of the same aspects on a national, continental or world scale.

Field studies should occupy an important place in any scheme of social studies in schools or colleges, for only through systematic field work can students grasp the realities of social life. They may include as much or as little chalk and talk, book work in class, individual study and references to libraries and documents as the teacher finds appropriate for each group and projects designed to knit together "subjects" such as history, geography, elementary economics, civics etc. It is because the traditional curriculum lacks a sufficient component of general and social education and as such, falls short in preparing pupils for modern living in the highly complex technological society of to day that this subject of Social Studies was first devised in America directly after the last war.

Chief Methods of Approach to Planning a Social Studies Scheme.

Broadly speaking there seems to be four ways of approach to planning a scheme for Social Studies :—

- A. The environmental or geographical approach.
- B. The historical approach or intergation of subjects within a chronological framework.
- C. The sociological or topic approach where problems rather than periods are the units of study.
- D. The biographical approach.

These four approaches are not mutually exclusive, but in any scheme of work, characteristics of any two or even of all the four may occur, i.e., the approach may be a composite one.

Scheme A (Environmental Approach) : A Typical Example.

By way of typical example, the first item in the Government of India syllabus, viz, "Living the Local Community" may be developed in the following manner provided that the school is situated in a big industrial town like Calcutta, Howrah, Delhi etc.

The very first thing is for the geography teacher to take the lead in the matter of presiding over staff meetings to be attended by other cooperators on the staff, viz, mathematics, history, science and health teachers for discussion of the draft scheme to be finally adopted into Social Studies scheme of work for one year. After thrashing out the general outline, the history, and science masters will carefully time their topics to fit into the scheme, which may be worked out in final form in this way—

General Outline of a Year's Scheme : "Living in the Local community."

1. *Industries* :—Field work : The class is divided into groups, each group being given a survey map of the area or a tracing on which the boys are to plot out natural resources, mines, quarries, gravel pits, transport system, localisation of industries etc. in the area. Then the findings of all the groups of boys will have to be coordinated and the industries represented on a large map by definite symbols. This will be followed by class discussions, e.g., on the siting of the industries and the reasons for it, each boy being asked to write up an explanatory exercise in a special note book.

2. *People Engaged in Industries* :—This may be worked out thus. Percentage of total population engaged in maintaining industries,—of males and females. Is the population mainly industrial or non-industrial? What types of industry have been developed? How do they meet our primary needs (food, clothing, shelter)?

Economic factors : How do the industrial population meet their economic needs? How is the population dependent on the neighbouring regions and the outside world for the supply of its needs? What further developments are proposed in the second Five year plan?

3. *Shops* :

The next field work is a census of the shopping sites after which the findings on actual visits are plotted out on the large wall map in a definite colour. The storage and distribution of commodities in general demand should be observed and their relations to the housing groups noted. All observations should be entered in individual note books and several discussions held, e.g., Are the shops spread out or grouped together? Why?

On a separate map, definite types of shops are marked, e.g., grocers, greengrocers, hardware, clothing etc. to be followed by class discussion on the origin of the goods, how brought into the area etc. A map showing local transport routes should also be built up (bus, tram, etc in separate colours) with the A. A. B. route map as a model, followed again by class discussion on questions such as these :—Which services are most used and why? Time taken by each kind. Rush hours. etc.

4. *Intensive Study of Local Zones and Outer Zones* :

Each boy should prepare his own local zone. This should be followed by a class study of outer zones in order to make a careful investigation into the life and work of farming communities after actual visits.

5. *Local Amenities and Services and Housing* :

These may be studied in their historical as well as in their geographical setting, each child making an individual study in the form of a booklet : How do the population provide for health, recreational and cultural needs? This will involve a detailed study of the water supply of the area, sanitation and lighting arrangements.

6. *Health Services :*

(a) Health and Disease : old ideas about health and disease : causes of disease : discussion on how the relative importance of different categories has changed in recent times.

(b) Biology of Infection : What are germs ? Human and animal parasites. Harmless and pathogenic bacteria. Sources and routes of infection,—water, food, airborne, contact. Methods of prevention. Body defences against infection, natural and artificial, with particular reference to diphtheria immunisation and inoculation. Treatment of infectious diseases, clinical weapons (antiseptics, penicillin, sulphonamides) Individual studies made and reports given by boys on pioneers such as Jenner, Pasteur, Koch etc. (following the biographical approach).

(c) Medical and allied services :

(i) The work of the doctor : There should be a talk by the school medical officer with the help of laboratory service, X Ray instruments.

(ii) Hospital services in the area : History of surgery (following the historical approach), State health services.

(iii) Preventive services ; school medical services, maternity and child welfare : Visits to clinics, laboratory and hospital work of the Public Health Department.

(d) Environment Health Services : The local water supply and its supervision ; Sewage disposal. Elimination of waterborne infection : Inspection of meat and milk supply and pasteurisation : Work of Sanitary Inspectors ; Refuse disposal.

(e) Health of the town ; Age composition of population ; Birthrates and death rates—(Compare with other towns) ; Infant mortality rates (what improvement has been made since freedom ?) ; Incidence of epidemic diseases. Factors contributing to the decline in incidence and mortality.

7. *Mathematics of A local study :*

General principles applied to family, local and national finance :—

(a) Family affairs :—Family budget, wages. Savings bank, interest. Rates and taxes, and income tax. Electricity, reading meters. Gas, reading meters, Costs. Motor tax. Transport, fares. Health insurance. General insurance.

(b) Community expenses :—Rates and taxes, income tax. Insurance. National Debt. Invested Capital.

(c) Buying and selling :- Percentage. Profit, Costing. Discount.

(d) Accumulating money and wealth. Savings Bank. Savings Bank certificates. Compound interest.

(e) Banking Cheques, drafts, foreign exchange.

(f) Statistical work :- based on the collection of the above data.

Scheme B (Historical Approach) :— A Typical Example.

The object of this scheme is to maintain a general chronological framework so that within that framework each topic can be traced from the present to the past as well as from the past to the present, as necessity may arise, with the active collaboration of teachers of history, geography, science, hygiene, art etc., the teacher of history taking the initiative. The first and the second year may deal with ancient and mediaeval, and the third with the modern age (i.e., the world in which we live) so that children may gain a realistic picture of life in the various periods of history. The work will involve the following :—

1. A series of basic lessons by the teachers to give the children some idea of the Project as a whole.

2. Some general class work on these consisting, in some cases, of notes, charts, diagrams and in others, of maps and answers to specific questions.

3. Short fact tests at intervals to ensure that the children are keeping up with the general topic as well as the work on their own special tasks.

4. A piece of creative individual work on the part of each child selected from a wide list of suggestions.

5. School visits arranged in connection with the period under review and planned out carefully, followed by report work (summaries, illustrated records and models).

6. Time table arrangements, throughout the afternoons are kept as fluid as possible in order that children may be given opportunities for group work and individual research. Assignments of work on the Dalton Plan should also be given, not to the exclusion of class teaching but in periods of a month at a time in order to place upon the pupils the responsibility of finding things for themselves and producing, at the end, coherent and concrete results in book form, lectures, pictures, models etc.

The subject of study through the historical approach is "Modern Times" or "Living in the Modern World Community."

A Social Studies scheme on Modern Times.

| GEOGRAPHY | HISTORY | SCIENCE | ECONOMICS | CURRENT AFFAIRS |
|---------------------------------------|---|--|---------------------------------------|---------------------------------------|
| 1. Life in India in the 20th Century. | 1. Life in India in the 20th Century. | 1. Life in India in the 20th Century. | 1. Life in India in the 20th Century. | 1. Life in India in the 20th Century. |
| (a) Civic Life. | (a) Present Industrial Revolution. | (a) Power—old and new. | Economics of the five year plan. | Independence and its consequence. |
| (b) Transport and Communications. | (b) Travel and Transport. | Old—Water, coal, gas, electricity, | | (a) Peace. |
| (c) Industries. | (c) Democracy vs Dictatorship. | New—Atomic energy. | | (b) Panchasila. |
| | (d) State control, social security, social Welfare. | Rocket Transport and inter planetary travel. | | (c) India's contribution to peace. |
| | (e) World Unity or what? U. N. O. | Synthetic materials. | | (d) Atom for peace. |
| | | (b) Medical science—Conquest of disease. Synthetic foods. | | |
| | | (c) Wireless, Radio. Telecommunications. Films, Photography. | | |

| (2) Life in India in the 19th Century. | (2) Life in India in the 19th Century. | (2) Life in India in the 19th Century. | (2) Life in India in the 19th Century. | (2) Life in India in the previ- ous Centuries. |
|--|--|--|--|--|
| Age of disco- very and deve- lopment of trade. | How India was influenced by the west. | How India was influenced by the West. | Development of Trade and Co- mmerce with the West. | |
| (3) Life in India in the 18th, 17th & 16th Centuries. | (3) Life in India in the 18th, 17th & 16th Centuries. | (3) Life in India in the 18th, 17th & 16th Centuries. | (3) Life in India in the 18th, 17th & 16th Centuries. | |

Scheme C (The Sociological or Topic or Problem Approach).

Here are some problems which may form the subject matter of Projects, e.g., nationalisation in a socialist State or under Government ownership, Panchasila or good neighbour policy, fair representation to minority interests, world state, fair elections in a democratic set up, social security, compulsory military service, linguistic or multilingual states, prohibition, untouchability, racial tolerance, the world's food supply inseparable from the problem of over population standard of living, problem of underdeveloped countries etc.

A specific example will make clear the mode of attack :

A Project on Population :

The subject may be studied historically by consulting some references, e.g., Census Reports, Gazetteers, Annuals, Statesman Year Book etc. The teacher should do well to provide the class with some pivotal questions or points :—

(1) Racial beginnings. (2) Historical famines and their effect on population. (3) Effect of the two wars on population. (4) Effect of exodus of population due to political reasons after the partition of India. (5) Town and country dwellers with the growth of industrial towns. (6) The population of the State today—growth, age-groups, occupations, concentration in industrial areas, expectation of life, density, standards of life. (7) Total population of India. (8) Some world populations. (9) Problem of over population over food production, measures to check it—collateral problems of food, housing, clothing (10) Synoptic study ; over 15 millions of people ($\frac{2}{3}$ rds of the world population) are living in conditions of acute hunger which is the effect of poverty, squalor and misery in which they live. This chronic hunger due to economic and social inequality is the motive force of a social revolution. Hence it is urgently necessary to reestablish the economic balance in the world and fill in the great gulf that separates the underdeveloped from well-developed countries. The world has to feed 60,000 million mouths every day, but every mouth has two arms to produce food. The world has sufficient soil resources to multiply the present food production per unit of area.

Scheme D (The Biographical Approach) : A Typical Example.

An approach to Social Studies may be made as follows through biographical sketches.

A Scheme of "Life in Modern World (Biographical Approach)"

1. Trade—opening up of trade routes through the ages, e.g., Marco Polo, Columbus, Diaz, Hawkins, Frobisher, Clive and East India Company.

2. Health—Harvey, Jenner, Pasteur, Simpson, Lister etc.
3. Social Conditions, e.g., Elizabeth Fry, Shaftesbury, Dickens, Beveridge etc.
4. Education, e.g., Lancaster and Bell.
5. Industry e.g., Watt, Stephenson, Edison, Ford etc.
6. Religion e.g., Christ, Buddha, Mohammad, Confucious, Gandhi etc.

(To be Continued).

"The purpose of society determines the purpose of the schools, the purpose of the schools decides the content of education. If society wants just technical efficiency, its educational provision will be mainly technical schools; if it wants "Cannon fodder", its schools will become pre-military training establishments; if it wants divisions in society, it will provide a disintegrated educational system; if it wants unity, it will provide for common experience in pre-adult life; if it doesn't know what it wants, its educational system will reflect the social chaos".

(Interim Report of the Council for Curriculum Reform.)

Social Studies In Middle School Stage.

INDIRA DAS, M. A. B. T.

The teaching of Social Studies is of new adoption in secondary education. It is a study of the community environment. The community pattern of a region is the result of the inter-action of people with "Physio-social environment",—"The record of that interaction is history". The physical environment consists of the functions of geography and social environment, of economics and sociology. This means that social studies as a subject means an integrated course of history, geography and civics.

Our primary school syllabuses, with 'environmental studies' has already adopted this integrated approach. Now the Draft Syllabuses issued by the All India Council for Secondary Education has included Social Studies as a compulsory subject for classes IX, X and XI and given the list of topics to be covered. Thus the need to bridge the gulf between the primary and higher secondary studies has arisen, that is, to preserve an uniformity in approach, social studies should be taught in the middle stage also, instead of the separate study of history and geography.

Modern education is paedocentric. Learning is not imposed on children but the methods and processes of teaching are such that the pupils' mental vision is expanded from the familiar to the unfamiliar, from the narrow bounds of local horizon to an even wider and clearer conception of regions beyond. The technique of getting them accustomed to the environments should be, as far as possible, by actual observation and experiment by the pupils themselves.

Keeping these in mind I give some suggestions for a course of social studies for middle school classes covering a period of four years, i.e., from class V to VII. For convenience the entire stage is divided into two stages :—

1. Preliminary stage—V & VI
2. Transitional stage VII & VIII

In the preliminary stage, studies on local community, its environment, growth, needs, how far the needs have been fulfilled and local administration, should be observed. The study of the local community will lead to the study of the same region in relation to it. At this stage the syllabus should comprise the topics enumerated below. These need not be taken too rigidly and may be altered according to the needs of different localities.

1. STUDY OF LOCAL ENVIRONMENT :—Its historical background. Study of the home district (district in the true sense) in relation to the local community. In the latter part of the preliminary stage this study will comprise the home region as a part of the whole subcontinent and its relation with the home district and local region.

As the basic needs of man are food, home and clothing, the course will be formulated round these.

(a) Food :—the chief food products of the home region, home district, local area. Rice, wheat cereals, dairy products, fruits, fish, eggs etc.

A short review of man's conquest of the vegetable kingdom, specially the discovery of rice and wheat.

In areas where foodstuffs are not grown locally the process of growing them will not be known to the pupils. It will be necessary to give them an idea as to how these are grown.

b) Homes :—Short review of the evolution of homes. Caveman's dwelling, sheds on trees, huts, the coming of masonry buildings, the main types of buildings found in the local area, types of villages in the home region. Making of models and collecting pictures are necessary aids of such studies.

c) Clothing :—Types of dresses in the home region. A short review of the evolution of clothing. Starting with the cave man who had practically no clothes excepting leaves, and going on to the use of bark, skins of animals, fur etc. as clothing. The discovery of cotton and silk. The history of the growth of the cotton textile industry in Bengal and in other parts of India. It will be necessary to give the pupils a knowledge of the process of making cloth through actual experience in spinning. They may also rear silkworms.

d) Means of transport : in the local area, home district and home region. The part they play in the fulfilment of local needs and how the local community has been influenced by them.

A study of the physical features, climate, rainfall and temperature ; industrial, agricultural and mineral products of the local area, home district, home region, will be necessary to show the relationship of man with his natural environment and his adjustments to varying Nature. The Five year plans and the Adibasis of the locality should also be studied.

A study of local history is important for the knowledge of village politics and the growth of the community. Important local historical events should be studied first and then the general history of the home region. The following lines of study may be recommended for West Bengal :— The Hindu and Muslim Kings of Bengal and social conditions under them. The influence of Buddhism on society and culture. The twelve Bhuiyans of Bengal. The Portuguese colonies. Sri Chaitanya and other religious reformers. The influence of Christianity.

The East India Company. The Permanent Settlement. The freedom movement.

In addition to these an idea of Gram Panchayat, District Board, Municipality, Corporation, sanitation, recreation and health organisations should be given through projects.

II. The transitional stage :

At the transitional stage, i.e., classes VII and VIII of Secondary schools, more emphasis should be laid on the study of the sub-continent and its position in relation to the world. For this purpose a definite idea of the landforms and climate taught by visual aids and, where possible, by direct observation is necessary. The world distribution of major landforms. The influence of landforms on man. Water supply, building materials, transportation and distribution of population. These should be studied by using Ordnance and survey maps and related to local visits where possible.

The work on climate should be of two kinds, the incidental study of climate and the direct observation of weather. The use of rainfall and temperature should be drawn for statistical figures of the areas of different parts of India. The notion of mean temperature and rainfall annual and monthly, should be given. The great wind and

rain belts of the world should be studied. The properties of latitude and longitude should be taught. The latitude of the school locality may be determined from the midday altitude of the Sun. The influence of seasonal rainfall on India. The effects of latitude and longitude on temperature should be studied in relation to India.

Agricultural products of India :- the main food product, rice, wheat, cereals.

The raw materials for trade and industry :- jute, cotton, sugarcane, tea, coffee, lac.

The effect of rainfall, relief and soil on the production.

Irrigation :- the cause and means.

Industry :- the main industries of India, mineral products of India.

The transport system :- means of transport. The evolution of the means of transport wheel, windmill, water wheel, cart, use of animals, power steam and electricity. The important rail roads, riverways, air routes and roads of India.

At this stage, the study of the world will be approached along with that of India. A brief knowledge of Africa, Australia and South America with reference to their physical features, climate, agriculture, minerals, industries, and important trade centres should be given. A knowledge of their political divisions is also necessary. A comparison of climate and agricultural products is very important.

The historical backgrounds of the continent will be taken along with these environmental studies. The following topics can be taken up :- India in Hindu, Muslim and British periods, the freedom movement and the present administrative system. S. America :- The Mayan civilisation of S. America, Spanish conquests and present conditions. Africa :- The Nile valley civilisation. The expansion of European colonies, The Boer war, the present Egyptian and South African movements.

Australia :- the ancient dwellers, their civilisation and culture. European settlers.

The pupils should know about monarchism, feudalism, colonialism and democracy.

They should know the difference between the constitutions of the Indian Union and Pakistan.

The study of the other continents, e.g., Asiatic countries, Europe and N. America, may be initiated later in the transitional stage. Political boundaries of the countries will be considered, but not the internal political divisions except for a general knowledge. In this case also stress should be laid on physical features, climate, agricultural, mineral and industrial products, important irrigation and transport systems.

The following topics may be chosen for giving a knowledge of the world community with its environment as a whole.

Our food :- The bakers' work, the millers' work, the wheat and rice growers' work. The scale and methods of wheat and rice growing at home and in other countries, e.g., Canada and Japan.

Meat and dairy products., This would lead to the distribution and character of the world's grass lands.

Timber :- Modern uses of timber including wood pulp. The distribution of the world's forests. Supply of rayon, rubber etc.

Deserts :- In contrast with forests. The distribution of the world's greatest deserts, both dry and cold. Deserts as barriers to movement. Some desert products.

Fruit supplies :- Mediterranean lands. The great fishing grounds and kinds of fish found. Methods of transporting these commodities to different parts of the world. Important trade

routes, including canals, of the world.

Seaports and world trade :—the world's great trade centres. Calcutta, Bombay, Singapore, London as examples with description of the facilities for handling freight. Railways as feeders of the ports. The hinterlands.

Power :—Coal, oil, electricity, their occurrence production and use in industry.

The major areas of dense and sparse population. The causes of concentration. The historical background of regions in relation to one another will give an outline of the growth of the human civilisation in the world.

The ancient Roman civilisation and its empire. The barbarians and their rise and spread in different parts of the world. Stress should be laid on the fact that they conquered areas of great civilisation like Rome, India, but were themselves conquered by the culture and civilisation of these lands.

Description of some great people and civilisations :—Harshavardhan, Hiuen Tsang, the Chinese Empire, the Greater Indian civilisation, Islamic culture and its spread, king Charlemagne and medieval European civilisation, the Turkish Empire, the Mongols, Renaissance, the age of discovery and development of oceanic trade, the first contacts of India with the West, the rise of democracy in great Britain, the French Revolution, its effects on other countries, the Industrial Revolution and its effects, the two great wars and their effects.

An idea of the growth of different types of political ideals :—Democracy, Marxism, Socialism etc. should be given.

The method of teaching in working out this syllabus at each stage, should be "new". Instead of book learning emphasis should be laid on practical work. Organisation of folk dances and songs, field trips, showing of pictures and film strips through projection, collecting pictures, mapmaking, making of models etc. should be considered as of prime importance. Special credit and encouragement should be given for students, participation. Marks may be allotted for practical examinations.

"From now on, the aim of the school is not only to impart ready-made Knowledge but to enable us to learn more efficiently from life itself"

(Earl Mannheim)

New Methods of Teaching History

Mrs. Lina Ray, M. A. B. T., Research Fellow, Department of
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Controversies centering round the method of teaching History have not yet ceased, chiefly because of two reasons. First of all, there can be no one method of teaching History and secondly, new ideas have come into clash with the old ones. There is still the old school of History teachers who believe that the most effective method of teaching History lies in giving the child a solid grind at the facts of History and any teacher who wants to break new grounds would only make the subject a soft one. But the exponents of new methods promptly retort that "if dullness be the most important criterion of teaching History then certainly the old school have been the best teachers". They point out that a teacher of History must keep in view two objectives viz., to create interest for History as a means to an end and secondly to apply only those methods in an interesting way which would help the child to acquire both factual knowledge and a cultured mind at the same time.

But how to create that interest? In answer to the question, the teacher should first ask herself whether she is a good story-teller. For, whether you narrate the History of the rise and downfall of an empire or describe the achievements of an individual, it is nothing but a tale, but historical tales should differ from other tales told by Grannies or mummies, as, stories of History are always to be told with the said objectives in view and they must be presented so vividly as to illumine the past and bring it back to life before children. But even story-telling becomes monotonous sometimes, when at the fag end of a day the teacher often finds it too much of an effort to tell stories in a proper mood. So the exponents of new methods advise introduction of action with stories on the psychological theory that no child is a passive receptacle and it can remember a thing better if he learns it by doing things.

My own experience tells me that we can easily introduce four new methods of teaching History with least expenses only if the teacher takes the initiative. They are, namely.

- (I) Play-way method of teaching History in Junior School up to Class VI.
- (II) Dramatic method of teaching History in Junior School up to Class VI.
- (III) Excursion method teaching History in Senior School from classes VI to X.
- (IV) Teaching History through historical exercises in Senior School from Classes VI to X. But how best can we introduce them?

In Junior school it is better to narrate the stories first and then tell the child to draw coloured pictures of Sward, Helmet, Buildings, etc. of the periods to which the stories belong and paste them on the pages of an album kept for the class. Besides this, we can help them to make out of coloured paper or card-board, small figures of early men, models of their caves, implements, ships, etc. To introduce varieties now and then, the resourceful teacher can help them to arrange a dolls'

wedding, thereby showing costumes, customs etc. of, say, King Ashoke's reign or instead of taking the usual class, the pupils can be told to arrange a "fair" during King Harsha's reign. In all this, the teacher must remain in the background and help them to collect pictures, coins, to write poems or pamphlets about the fair, and so on.

But on no account should the teacher of History neglect her main duty, that is, to develop a sense of time in the young children. It may be more difficult in the case of lively Juniors but a little thinking can produce wonders. For example, the teacher can draw coloured pictorial charts, that is, pictorial representation of outstanding personalities or characteristic events of different ages and hang them on the wall and refer to them while describing the events of any particular period. Moreover, with a little energy, the teacher can buy or make herself a game called "Light of Wisdom" or "জ্ঞানের আলো" where on a card-board dates and events are written in parallel columns and there are different buttons and little bulbs arranged beside them. All that the child is required to do is to press the button beside an event which will light the bulb next to the correct date. So far I think this is the best way of giving young children a rough idea about the passage of time.

Regarding the dramatic method in Junior school, it is better to help them to act Pantomime, the teacher acting as a minstrel. But as the children advance in age, Pantomimes should be replaced by real dramas in which they should write the dialogues with the help of the teacher. Any way, there is plenty of materials on the topic and the teacher, if she is fond of drama, can make it the most interesting and instructive method; for, all children are born actors, and the teacher can easily take advantage of their love to mimic things and can utilise it in various useful ways.

It is unfortunate that School Excursions are generally regarded as nothing but pleasure trips, but the teacher of History should always make use of them as instructive and interesting mediums of teaching her subject. So as soon as a trip is arranged, the teacher must impart to the pupils the preliminary knowledge about the place and then divide a class of, say thirty, girls into six groups and tell them to observe any particular aspect of that place. For example, if the class is taken to Kashmir, the groups can be asked to observe the ways of life of the Kashmiris, the places of historical importance, geography, roads, waterways, literature etc. Then after the pupils return from the trip, the teacher will ask one representative of each group to describe what she saw or collected about the place, and after the six representatives tell the class about the six aspects of Kashmir, they can be told to write an account of their travel assimilating the knowledge thus imparted. Besides this, excursion can be utilised in another way. For example, after the children come back, say, from Mohenjodaro, the teacher can show them picture cards depicting the old civilisation, its buildings, art, coins, implements etc. and then ask them to answer a questionnaire about Mohenjodaro. It can be written or oral. If written, the teacher should read out the best answers to the class. This is called the pictorial or source method of teaching History and so far one of the most interesting and effective new methods.

We know that a teacher of History should make the past real and should relive the past with the children with the magic wand of imagination. To do that, the energetic teacher can teach History simply through historical exercises. For example, we can tell the class to write an imaginary letter which an English soldier at the battle of Plassey is

writing to his mother describing the battle, or they can be told to write a letter describing the visit of Marshal Bulganin to our Parliament. Moreover, the teacher can herself write on the black-board a letter as Nana Sahib of the Sepoy mutiny blaming the English for the tragedy and the class then can be told to write the view-point of the English Captain, Havelock. Have you ever taught History through street names? To do that all we have to do is to write on the board, names of important streets for e.g., Hastings Street, Outram Street, Wellington Street, Netaji Subhas Road, Maharaj Nanda Kumar Street, etc. and then trace their history—after whom the streets are named, life, achievements and contributions of those persons, and so on.

Thus, there can be no dearth of novel methods, only if the teacher is gifted with imagination, energy and originality. But a little warning is needed while applying new methods, that is, in order to introduce novelties, the teacher must never lose track of the objectives of teaching History. If she remembers them, then she can certainly go a long way towards her goal, and the children, long after leaving school, will recall with pleasure how they were taught History by such a teacher and will probably instil that love for the subject in their children too, and that love is the best reward that a teacher of History can earn and cherish till the end of her days as a teacher when she can lay down her tools to be passed on to her successor with the contentment and bliss of a mother who has reared her children well.

“A most important truth, which we are apt to forget, is that a teacher can never truly teach unless he is still learning himself..... The greater part of our learning in the schools has been wasted because, for most of our teachers, their subjects are like dead specimen of once living things, with which they have a learned acquaintance, but no communication of life and love.”

Mahatma Gandhi

GRADED STRUCTURES

(Mrs. Sadhana Guha)

There is no denying the fact that the teaching of English is the most vexed of all the questions of secondary school teaching. A little consideration of the changed conditions will convince the language teacher that a new approach is definitely necessary.

Leaving aside all the other suggestions made by experienced teachers (and which have been taken into consideration by those in charge of secondary education) I would like to give you my personal opinion with regard to the use of graded structures in the teaching of the English as a foreign language. The opinion expressed would be based on my personal experiment in school. My thanks are due to Mr. J. G. Bruton, Education Officer British Council, who not only gave as an idea of the structural approach but also gave us interesting demonstrations of the method in practice in a Refresher Course organised by the British Council, in collaboration with the Education Directorate of West Bengal.

In a ten-day course Mr. Bruton tried his best to point out to us the various aspects to be considered in teaching a foreign language and he had also found time to deal with 65 structural items meant for beginners.

The graded material begins with simple statements and is arranged according grammatical difficulty—each succeeding structure grows out of the preceding one and each new structure recapitulates what has gone before it and also prepares ground for what is coming on. In the first year, though only one structure is to be taught in a lesson unit, the lesson does not become monotonous as it may appear to many who have not taken to the method. In fact, experience has shown that each child become so enthusiastic that she will not be content until she has proved to her teacher that she too can use the structure demonstrated.

I did not have any difficulty in convincing my Headmistress on the necessity of a new approach in the teaching of English. Soon I found myself in Class III where I was to see how the structural approach worked. My pupils were not exactly beginners so I did not have to cope with the difficulty of teaching them how to write their letters and to recognize the sounds they represent. They knew many words and could read a little, but there were many who still said and wrote—"That is tree" or "That is a Ram". So I dealt with the structures from the beginning. A few of the intelligent ones did know some of the easy structures, taught during the preliminary oral lessons but the majority of them had to be taught. In the oral drills the vocabulary used was very controlled—only those words that were easily demonstrable and understood were used. Each new learning point followed all previous ones in a logical manner and the language was built up step by step. For example, "Rita is walking to the door" was taught after the pupils had thoroughly mastered the simple statement, "Rita is walking". Due regard

was paid to the difficulties of the function words as compared with the content words and the learning load of each new lesson was carefully regulated.

During the first 6 weeks (for real beginners much more time is necessary) the children used no reader. Since they knew how to write they wrote down the structures taught and read them. Then first reader of the series of "Deepak Readers" was introduced. A few guardians complained that the contents of some of the lessons did not appeal to our Bengali children. But personally I found no lack of interest amongst the children themselves. Others again felt that I was teaching them nothing but grammar.

I went on with my work and my children were equally serious and interested. A good deal of time was still given to oral work everyday and the new structures were always drilled before the reaching lesson in which they occurred was attempted.

The last thing that I kept in mind was that the children should write a little everyday. Interesting questions to test whether they had actually understood the day's lesson were set. These were naturally of the objective type. Longer revision tests were also given from time to time to find out what they had learnt. Hence anything that they had not learnt, thoroughly was retaught before new material was introduced.

By now they have done sixty five structures and have acquired about 400 words. They have learnt to use the simple tenses—the simple past and future, the present continuous and the habitual present. They can now make use of some of the most useful prepositions and pronouns as well as some adjectives and adverbs. They can frame simple questions, give full as well as short affirmative and negative answers, use a few mass nouns correctly and use the articles. They are also conscious of the relationship between the subject and the verb in the habitual present tense. They have come to learn these and many more other things through constant drilling of the various structures. Oral drills and constant writing have so wonderfully trained their ears and eyes that the majority of them can correct a mistake immediately.

So as far as my experience goes I feel that the approach is a scientific one. It is, of course, possible to arrange the grammatical difficulties of English in an infinite variety of ways. The important thing, however, is that these difficulties should be tackled in some kind of order, so that the teacher at any moment knows exactly where she is, what ground she has covered, and what point to return to in case of repeated mistakes of a certain type by her pupils.

Thus, I feel, like many others, that the grading of structural difficulties of English is more important to the teacher, the pupil and the text book writer than selection of vocabulary for once the structure of a language is mastered, with however small a number of words, the problem of vocabulary building can soon be overcome.

The question paper below was set for the Annual Examination. Though it has many defects you will notice that it is not of the usual type. The pupils are not expected to remember all the facts of the stories but they are expected to learn all the structures and words taught. In addition to this paper they had a separate spelling test (100 marks) and a reading

and comprehension test (25 marks) The marks scored by the pupils in the paper given below were—

| | | |
|-----------------|------------|---------------------|
| 80% to 90% | - 4 Pupils | } Out of 30 pupils. |
| 70% to 80% | - 9 „ | |
| 60% to 70% | - 4 „ | |
| 58% to 60% | - 4 „ | |
| Between 36%—50% | - 9 Pupils | |

They did quite well in the spelling and comprehension tests as well. In the spelling test 16 girls scored marks above 75%]

(Contd. on Page 231)

—“We hope the day will never come when we have the procedure which we think is the final answer. When unique human beings are involved, this finality is impossible. Unexamined methods in teaching have done much to routinize and stultify learning. There are many teachers today who have never once asked themselves what their real objectives are or whether or not their methods accomplish them. Teaching is the only trade or profession I can think of where the practitioner can go through an entire career without ever relating objectives, methods and outcomes.”

Earl C. Kelley,

(Contd. from Page 230)

CLASS III

ENGLISH

TIME—2 HOURS

Full marks—100

The answers are to be written on the question paper

Name.....

Roll No.....

1. Full in the blanks with (on, in, to, from, over, between, of, at, before, after)— 10

(a) Mira's book is.....her hand

but her umbrella is.....

the map-stand.



(b) Rina comes to school at 9 o'clock and Rita

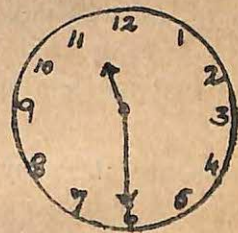
comes to school at 10 o'clock. Rina

comes to school.....Rita

(c) The little hand is.....

eleven and twelve and the big hand is

.....six.



(d) There is a picture.....a

volcano in our class-room.

(e) Her father goes..... the

market everyday. He brings fish

.....the market.

(f) Friday is the day.....

Thursday.

(g) It is 12 o'clock. The sun is.....



.....Ram's head.



2. Choose the right word from the bracket (underline it)—

10

(a) (She, I, We) am a girl.

(b) I have a pencil. (It, they, her) is in my bag.

(c) Please give these books to their, they, them).

(d) His mother will give (he, his, him) a book tomorrow.

(e) Sadhanadi teaches (we, our, us) English.

f) My father called (my, me, I).

(g) There (is, are, was) three books in her hand

(h) I shall ask (your, you, she) a question.

(i) (Were, is, was) there any chairs ?

(j) There (are, is, were) a picture in our class-room.

3. Put "not" into these sentences—

5

(a) My sister showed me a picture yesterday.

.....

(b) We shall do this work tomorrow.

.....

(c) Mira is writing a letter to her mother.

.....

(d) The girl was here yesterday.

.....

(e) Today is Sunday.

.....

4. Put these words in the right order to make questions—

5

(a) will some paper you me give ?

(b) to school going he is ?

(c) in his hand he a hat has ?

(d) some books there were on the table ?

(e) stamps you have any ?

(a)

(b)

(c)

(d)

(e)

5. Give the plurals of—

| <i>Singular.</i> | <i>Plural.</i> | <i>Singular.</i> | <i>Plural.</i> |
|------------------|----------------|------------------|----------------|
| box | | this | ..... |
| baby | | my | ..... |
| glass | | rice | ..... |
| that | | milk | ..... |
| I | | tooth | ..... |

6. Underline the right words—

10

- (a) I (wrote, will write, write, am writing) now.
 (b) She (went, goes, will go, is going) home at 4 o'clock every day.
 (c) He (took, takes, will take, is taking) my pencil yesterday.
 (d) We (brought, will bring, bring, are bringing) our books tomorrow.
 (e) My mother (is cooking, cooks, cooked, will cook) every day.
 (f) Her father (drives, is driving, will drive, drove) a car yesterday.
 (g) They (will pick, are picking, picked, pick) up flowers tomorrow.
 (h) The girls (read, will read, read, are reading) the questions now.
 (i) The cow (ate, will eat, eats, is eating) grass every day.
 (j) She (gets, is getting, got, will get) a frock from her mother yesterday.

7. Give the opposite gender of (*Example* : man—woman)—

| | | | |
|---------|-------|-------|-------|
| father | ..... | his | ..... |
| boy | ..... | Mr. | ..... |
| brother | ..... | uncle | ..... |
| he | ..... | son | ..... |

8. Put these in the blanks below (any, some, anything, something, another, the other, the others, each, both the, all the, nothing, every) :—

12

(a) There are 30 boys in that room. One boy

is at the window.

are at their desks.

(b) I haven't.....tiffin today.

(c) Will you get.....water from
the well ?

(d) Is there.....in the basket ?

(e) No, there is.....in the
basket.

(f)girls are writing today.

We have an examination.

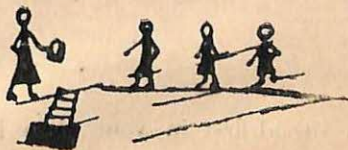
(g) There is.....on his head.

(h) Ram has two balls. One is in his right
hand and.....is in his left
hand.balls are in
his hands.

(i) I had four pencils. I gave one to Sita,
.....to Meera,
.....to Lila and two to Kamala.

(j) The teacher is giving a story-book to
.....girl.

(k)girl has a story-book.



9. Write *ten* sentences about your home.

10

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

10. Answer these questions—

10

Questions.

Answers.

(a) How many days are there in a week ?

.....

.....

(b) What do people do on Mattu Pongal ?

.....

.....

(c) Who stood first in your class last time ?

.....

.....

(d) Does your teacher love you ?

.....

11. Oral.

The Structural Approach

Sadhona Guha

Don't you think it has been fun
To come to learn
That the pages of Nesfield we're not to turn ?
And yet, it rules a language under the sun !

Grammar indeed is a stumbling block.
And yet, into little heads we knock in a lot,
Only to find that they don't work a jot
For language isn't a mechanical clock.

The A B C's are not to be dinned
For the letters don't stand for what they seemed,
Give them structures instead,
And drill them till they get stuck in the head.

But can you imagine your plight
When to others you bring this to light ?
They'd say 'Oh, goodness !!'
And we'll only be crying in wilderness.

The teachers, we might be able to convince
But how difficult from the head of a guardian to rinse
When his child to school he brings
That the letters of the alphabet are not important things !!



SUMMARY OF PRESIDENTIAL SPEECH DELIVERED

By **Renuka Roy**

MINISTER OF RELIEF AND REHABILITATION, GOVT. OF WEST BENGAL,
AT THE GENERAL SESSION OF THE CONFERENCE OF THE
DEPARTMENT OF EXTENSION SERVICES.

Referring to the thin attendance at the Conference Mrs. Renuka Roy said that it did not matter so much so far as she was concerned, for this was an uphill task. It was extremely important, however, for our whole progress depends on education. Even before freedom had come, Mahatma Gandhi had emphasised the need of changing the system of education and had formulated the idea of Basic Education. Intellectuals had asked at that time "What is this?" She said that she would like them to look at the would now and see how correct Mahatmaji was.

Perhaps, when freedom came, we should have gone further with reorganisation and, now, this drive does not mean expansion but also reorientation to bring the whole system nearer to the Basic ideal. We are including most of the things about which Mahatma Gandhi told us.

She said she was glad that attention was focussed on training of teachers and its extension, for if the trainer is not trained how can education progress?

There are difficulties, material and financial. People who have not been able to solve basic problems cannot put their whole mind to teaching. Provision will have to be made about essential things and that is the main purpose of the first Five year plan. Teachers' economic conditions must be improved for it is essential that those on whom the future of the race depends should be placed in a good position. The Central and the State Governments are putting stress on this. The two obstacles in the way of economic progress are lack of funds and of production. These have to be made good by the Five year plans.

It is not enough, also, just to improve the economic conditions of teachers. They need training, for those who cannot grasp new ideas cannot use them. Mrs. Roy said that she

was very glad to hear that through the Department of Extension Services, the training college was going to schools and added that they should go to rural areas also. If a meeting like this was held in a district town, then every teacher of the locality she said, would have been there and none would have had to worry about lack of attendance.

She said that there is a great stir in West Bengal for progress. The arrangement for secondary education is inadequate in rural areas. Mothers are eager to educate their daughters. Mothers' Day, there is well attended.

India is now facing a great adventure. We are trying to make the leeway of centuries through democracy. This is the only way if democracy is to succeed in a backward country. There should not be any compulsion on anyone but everyone should be free to give expression to the best in him or her.

The criterion would be for everyone to understand what is needed and to sacrifice. It is all the more necessary to sacrifice not just to criticise, but to face responsibility. Teachers have this responsibility to the highest degree. They have to understand, feel, see and make it real.

Every teacher has an opportunity of creating and moulding ideas. The nation will progress if teachers act in a constructive way. They should not be afraid of making mistakes. Those who work have to make mistakes. They must have that courage. Men and women, pulsating with life are in their hands. Are they going to lead them into fruitful activity or to frustration?

Not only teachers, but all mothers and all educated women have a very special responsibility in this. Women have to justify that the entry of women into public life, the rights given to them, the new laws enacted in their favour, are for the good of country.

Also, economic difficulties are not the lot of teachers only, but of many middle class houses. This is what we have to suffer as a nation in transition.

Then Mrs. Roy described secondary education as the most vital phase of education as the education of those who would face responsibilities in the future as well as of those who would go in for higher education. The products of this system should come out as useful and productive citizens. There is a general complaint that a boy who does well in school does not remain satisfied with the profession of his father. They must be taught that the productive and creative man is better than the white collared man.

Teachers have a part to play in the creation of this new mentality. With the respect they can earn in society they should be able to tell students when they are indisciplined. But are they in a position to do so?

This is true not only of teachers, but the whole of our society. Who is at fault for student indiscipline? Are we ourselves disciplined and punctual? Do we work as we should do?

When a child is taught one thing and sees other things surrounding it, then that education is ineffective. The proper atmosphere for moral growth will have to be created.

Mrs. Roy. said that she was glad that the Department of Extension Services was trying to make parents interested, for it is useless for a child to learn wonderful ideas if their homes are different. One of the most fundamental things in education is that we must not theorise and act in different ways. What subjects we should teach are matters of details, more important are the objectives and environments of education.

Mrs. Roy. then appealed to women teachers to go out into villages. She said that there is a tremendous demand for teachers in the districts. The education Department has allowed that in places where it is not possible to open separate schools for girls, girls' sections can be opened in boys' schools provided that sufficiently qualified teachers are available. But they do not get the teachers. They advertise, but there is no response.

It is a thrilling thing to go to the villages. There is no prejudice there and the Women teachers are sure to capture the imagination of the people if they are ready to go to the rural areas. Rural India is the real India—what do a few sophisticated towns matter?

Mrs. Roy. said that it was not for her to lecture to the teachers who had their own experience but what she had said was out of her own experience in connection of her work of social service. She wished the teachers every success in their endeavour and hoped that they will be able to restore for themselves the status of teachers in ancient India. Instead of imitating others blindly we should bring back what was good in us. We are now politically free and trying to attain economic freedom through our Five year plans but cultural freedom, also, will have to be realised.

Summary of Talk Given at The Annual Conference of The Pradhan Siksikasamiti.

By Sri B. K. Neogy,—Chiff Inspector, Secondary Education.

Mr Neogy said that he was very happy to be able to meet the head mistresses of so many girls schools for it was his desire to help them and he preferred to render that help through friendly discussions rather than through Government circulars.

He pointed out that the present secondary education is unable to provide a livelihood to the pupils, nor does it enable them to study for degree courses. They have to pass the Intermediate examinations before they can enter vocational or educational fields. The again, our passed out pupils are not admitted to degree courses of other countries and, lastly, that we need suitable persons to man the projects of our five year plans. For these various reasons the need for the reorganisation of secondary education was felt. The Secondary Education Commission of 1952 had made recommendations on this basis and the Central Advisory Board for Education have adopted as many of them as they considered practicable. The De commission of West Bengal, in its turn, have accepted many of them.

One of the major recommendations is that secondary education should be upgraded by the addition of an extra year. At present, it takes a person fourteen years to graduate. This includes ten years of school and four years of college. Most educationists think that these years should be reallocated with eleven years for school and three years for college.

In the last two years 75 schools have been selected for upgrading in West Bengal and 50 more will be upgraded in the present year. It has been recommended that, in the second year of the plan, greater emphasis should be laid on girls' education so that it may be brought up, proportionately to 30% of that of the boys. The class X of the new system will start from the beginning of 1957.

The main idea behind this recommendation is that pupils should be able to go to any walk of life after school instead of being compelled to join universities. The word "Multipurpose" carries that sense. In Mr. Neogy's opinion a better term still would have been—"Multilateral". Pupils will choose, according to their tastes and aptitudes from out of the many courses open to them.

The Central advisory Board for Education have circulated "Draft Syllabuses" prepared by an expert committee. The Administrator of the Board of Secondary Education of West Bengal had held a meeting on the basis of those. It was felt that it would not be possible, immediately, to upgrade secondary education to the standard of

the first year of Intermediate studies and gradually effect the full upgradation by 1964. Expert committees have been formed with this in view and it is hoped that detailed syllabuses will be ready by the end of December, 1956.

Pointing out some of the characteristics of the new syllabuses. Mr Neogy mentioned that there will be no text books on general subject. Thirty to forty reference books will be recommended. Each School will be required to have reading room facility and to have several of the sets in the library. method will remove the evil of cramming from note books.

Amongst the subjects there will be there compulsory languages of which English and Bengali will be taken up for the examinations and Hindi will be taught as a compulsory second language but not offered for examinations.

Speaking of Social Studies he said that nowadays we teach much more of those subjects through history and geography, it is upto the teachers to reorientate their outlook and integrate the approach to these.

Complete freedom will be given to schools not only about text books but also about the methods of teaching these subjects and, if the teaching is will done, there is no doubt of the fact that the standard of education will be even higher than the present Intermediate standard.

Speaking of the inclusion of craft as a compulsory subject Mr. Neogy said that the purpose was to teach proper use of hands and impress the dignity of labour rather than train craft experts.

The problem of securing good teachers is a real one and the Government has been thinking on this matter. It may be that a panel of teachers will be prepared out of which teachers will be given to schools in place of grants.

The position of the present teachers will not be jeopardised in any way. The scales of pay initiated in 1954 should be taken as a beginning to be completed gradually.

The appointment of trained teachers has been made one of the compulsory conditions. To make the fulfilment of this condition possible two new college for women teachers will be opened in West Bengal in the near future :—one in Midnapore and another in Calcutta.

Regarding the relationship between the primary and secondary sections of upgraded schools Mr. Neogy stated that through administratively separate they should be academically integrated. It will not be possible to upgrade secondary education until the grounding is strong and, for this purpose, the head of the secondary department will be the overall authority and secondary school teachers may be employed to teach some of the primary classes.

Discussing, again, some pros and cons of the new system, Mr. Neogy said that some of the head msitresses have argued that it will not be possible to tackle this syllabus with 39 period weeks. But, instead of increasing the periods to 43 as suggested, relief

will be given by lightening examination loads. Some of the subjects will be finished by and dropped after class X. The idea will be to learn the subjects and not just to pass examinations.

It may be asked, he said, that 125 schools will be upgraded in the first five year plan and 300 to 350 more may be in the second, but what about the others? The answer is that all will have to upgrade ultimately. Those who are unable to have many lines will be allowed to upgrade themselves unilaterally. They will choose subjects according to their financial, space and teacher resources.

In the interim period, the class X. schools will follow the Board Syllabus. The pupils will have to pass a public examination after class X and then appear at another public examination after a year's preparatory college class before being admitted to the three year degree courses. Those who want to avoid the extra public examination may join class XI of an upgraded school after finishing work at the class X school. In that case, however, the teaching of the old class ten school will have to be oriented towards the new class XI syllabus,

He ended the talk with the hope that the targets of the second five year plans will be fulfilled and that some schools will develop such excellent standard and tradition that their very names would be better hall marks for excellence than success in public examinations.

Summary of Talk Given

By Prof P. N. Bisi, Chairman, On "Parents Day" On 17-12-56,

Prof. Bisi was not disheartened, he said, to find most of the chairs, meant for the parents, empty. The meeting itself was an experimental one, and so was he, an experimental president, he said humorously. This phenomenon of empty chairs at educational celebrations poses a serious but difficult problem which is growing acute day by day. This indicates the lack of harmonious cooperation between home and school, he emphasised. This disparity between the atmosphere of the home and the school could lead to tempestuous chaos as happens in in the atmosphere when different air pressures co-exist.

In this connection Prof Bisi referred to the condition that existed in ancient India. In the days of Tols and Chatuspathis there was complete unification between home and school and, therefore, education was then living, creative and full of promise. Prof. Bisi, however, admitted that the old type of education is no longer suitable for the present time because of the charged social structure, although we can surely follow that ancient way of combining home and school. It is idle to regard them as two separate units as they form an integral part in the structure of society.

After the coming of the British, he said the social life of our country was ruptured and an unquiet atmosphere prevailed in the schools and colleges. That rupture, in a sense, is still continuing. We, the grown ups, born and brought up in an alien English atmosphere, are trying, in our more or less old way, to impart education to our children. Thus, paradoxically, the children born in a new atmosphere are being brought up in an old one. This dichotomy engenders a sort of refraction compelling the child to be mentally twisted like straw in a glass of water.

The poet Rabindranath who was also an educationist had tried to grapple with this problem. We, in our days, are also devising new plans, methods and experiments, but the results are still far from satisfactory. Prof Bisi regretted that in most cases we do not get the minimum sympathy and cooperation from parents. This is the biggest problem for the whole country. The enthusiasts among the teachers are going ahead with their adventures, almost unaided and unappreciated. The parents care too little even to be onlookers.

Before concluding his speech Prof Bisi pointed out that, for a few educationists, it is not possible to cope with the entire problem unless they get the fullest cooperation and support from the Government and the people. Rabindranath himself was an experimenter and had brought from Japan a jutsue teacher, but could not enthuse our countrymen in the matter. To create enthusiasm and a happy, creative atmosphere in our educational institutions is, therefore, the task before all of us. It is a task for the whole nation and should not be left to a handful few.

Summary Of Talk Given

By Sm. Lilla Majumdar

Chief Guest on "PARENTS" DAY. On 17. 12. 56

Sm. Lila Mazumdar said that unlike Prof Bisi, she was very sorry about the empty chairs because, for many years, she had been waiting for exactly this kind of an opportunity of unburdening herself of many ideas that had been oppressing her. She then described, with humorous details, the negative atmosphere that prevailed in the educational institutions in the earlier decades of the century. Neither at home nor at school were conditions congenial for the normal healthy development of the mind. Silence was a virtue for girls and to talk was a sin. Inquisitiveness except for petty things, was taboo. Their motto seemed to have been something like :—

'There's not to reason why,

There's not to make reply

There's but to do and die' which had struck her to be extremely silly even when she was a child.

Little girls stood encircled by walls of discouragement, censure and threat. There was none to praise or hat them. Parents were of two types, one spoilt the children by pampering while the other believed in the strictest discipline. One would find everything that teachers did to be wrong and the other thought that a child can do nothing right. The attitude of both was equally reprehensible and damaging to the cause of education. Young girls grew up full of inhibition and repression.

Fortunately, the picture is changing nowadays and plenty of girls can be seen as well as heard everywhere. It is as if the community of girls are coming of age and to their own. They have lost of creative things to do, their teachers are friendly with them and their teachers are friendly with them and their parents too are slowly realising the insufficiency of the old ways.

Summary Of Talk Delivered At The Annual Conference Of The Home Science Teachers' Association

BY DR. S. BANERJEE.

Home Science is a comparatively new subject to be introduced into the School Curriculum, and therefore, it receives less attention than it should. These meetings arranged by the Extension Department will go a long way to solve the problems and difficulties faced by teachers in the course of their school work. The Home Science course will certainly be of great assistance to teaching. We educate children to broaden their minds but at the same time we should aim at giving them practical knowledge about some, at least, of life's daily problems. Home Science will, to a great extent, supply this need.

Food is a vital portion of the Home Science course. A good deal of research work is being done in this field and many of the results, we hope, will be of practical help to everybody concerned. The basic facts about food need to be studied and understood by all teachers and mothers. The constituents of the different kinds of food that we take come into any of the six following classes :- Proteins, Fats, Carbohydrates, Salts, Vitamins and water. The first three of these supply us with heat and energy, as well as providing for the growth of the body. Even when growth has stopped, food is necessary for making up the constant wear and tear of the body. But these by themselves are not sufficient for maintaining proper health and we must include in our diet salts, vitamin and water.

How much we should eat, depends on the occupation, Foods can be compared in value in proportion to the heat or energy that each is capable of producing. The unit of measurement of heat is called a "calorie". The basal caloric value or the amount of heat necessary in time of rest is 1,300-1500 calories. This minimum must always be provided for and any excess will depend on the work that is being done. For ordinary daily work 2,200-2,400 calories is required. Whether we are getting a sufficient amount of calories or not, can be easily calculated if we remember that 1 gramme, of protein or carbohydrate yields 4 calories and 1 gramme of fat yields 9 cal.

Most of us entertain quite a number of faulty notions regarding the common food stuffs, which if corrected will be of much practical help to everybody.

Rice, which is the staple food of Bengal, is very often advised to be excluded from the diet of diabetic and fatty people, and atta is substituted. But the carbohydrate content of rice, which is the harmful ingredient, differs very little from atta the former has 72% and the latter 12% of it. The Protein content is 8% and 12% respectively,

and the protein of rice is of the same quality as that of meat or fish. The source of protein in the diets of the peasants of Bengal is mainly from rice of which they take from 3 pows to 1 seer daily, the amount the milk, fish, meat or eggs taken being negligible. Yet peasants can and do live a very handworking life. Again boiled rice is better than atap rice in that the vitamins, when the paddy grain is boiled, break through the outer coating and go right inside and are not removed when the grain is threshed. If milk and fruits are included in the diet, then, of course at a rice can be safely taken. Whether or not "ফ্যান" is to be removed is of minor importance and need not be taken seriously.

"Dal" is another item of foodstuff which we regularly take, and as a source of protein, dal is of great importance to people at the lower economic level. When Protein enters our digestive system it is converted into amino-acids, and it is in these forms that our body is capable of absorbing Protein. Of these, 10 amino acids are considered as the essentials without which health is impaired. In the animal proteins, ie. meat, fish, eggs & milk, these essentials are present in an appreciable quantity, but not so much in the vegetable proteins. The different types of dals contain some of them but we do not find them all present in any one dal. If, therefore, in our meals, we take all the dals by rotation we can be assured of a certain quantity of the essential proteins. Though mug musur are the favourites with us Bengalees, yet chana dal is the most nutritious. In fact, the protein in it is as good as that in chana and a good amount of fat is present as well. With regard to the intake of Protein, the general rule is to take as many grammes of protein as the body weight in seers.

As regards eggs, we should remember that there is no difference between ducks and hens eggs as far as nutrition is concerned. Therefore, if the price is the same, why not take ducks' eggs, which are larger in size and will give more value for our money? Half boiled or poached eggs are of course more easily digested, but a person with a healthy digestive system can take eggs in any form with the same effect. Both the white and yolk or egg are of good food value.

Green vegetables should definitely be included in the diet, as we get both vitamins and salts from them.

Fruits can be placed in two classes according to their nutritive value. In class I we have oranges, tomatoes, pineapples, বাতাবি লেবু, jack fruit mangoes, guavas, apples etc, and in class II grapes, bananas, papayas, cucumber, pomegranates etc. So you see there is no need to buy grapes and pomegranates at an exorbitant price, when we can get fruits of greater nutritive value at a cheaper rate.

Milk, as an article of food is of vital importance, especially to growing children. Expecting and nursing mothers and the children of a family should be given first preference when the quantity of milk is limited.

Germinating seeds and dals are very rich in vitamins, and little is lost when they are cooked. Dried fruits contain practically no vitamins. There is very little loss of vitamins in refrigeration. It is by oxidation that the greatest amount of vitamins is lost.

Summary of talk given at the English Teachers' Conference, by Dr. Kitchin, President.

Dr. Kitchin said that she was not prepared for a lecture and could have almost fainted when she saw "talk by Presedent" written on the board. She was told that she could go on talking for an hour which was the president's prerogative but no one seemed to be enthusiastic about it and neither was she ready to talk so long.

She said that teachers in America had struggled long in the same way as Indians have started doing now. In America, people speaking various foreign tongues like French, Italian, Dutch, Norwegian etc., had to be taught English and teachers did not have the support of any other subject. Many of the American citizens spoke languages other than English at home. It was a foreign language to them and had to be taught as a second language though the term second language could not be used for reasons of emotion.

The problem of motivation was deep. Only parents and teachers wanted English to be taught, the pupils did not find any interest in it. In India also there is now the same problem of motivation because there is a feeling that it will not survive. This is a very difficult period, one of emotional attachments for and against English. That emotion is a fact about which nothing can be done—only time can help.

English is necessary today because it has the documents that men want to read, documents on important subjects like mass education, public health, forestry and so many other technical subjects. English is a required subjects in Russia, Siam, Indonesia—they do not learn it for English culture. It is not possible to translate all these documents into different languages, because, for the less widespread languages, there will not be enough people to buy them. It is cheaper to teach English instead.

She felt sure that, in a few years, the teaching of English will have a rebirth in India. Many teachers were not present at the Conference, but there were a few valient souls, a programme and high excitement.

She said that she was a stranger and, though she had travelled all over the length and breadth of the country, did not know much about the state of education. She, however, felt that many teachers in West Bengal do not yet know what the "Structure Method" is. But if the people in authority feel that it is progressive, they will push it through. Even then time will be required for the idea to spread, for the teachers to grow up to the new requirements.

She said that she had gone through the "Draft Syllabus" and left that through there was quit a lot about teaching to speak, read and write, there was nothing about understanding. To illustrate the importance of understanding she spoke about her experience in Siam where, as soon as the Siamese were taught to hear and understand English, Siamese alphabet was used for phonetic transcriptions for the reading and understanding of English. The English script came later. She was sure that she could demonstrate the same in Bengali.

It was her opinion that Englise should not be taught as a byproduct of teaching speech, In a productive teaching of language, speech sometimes falls far behind understanding.

The Annual Report of the Pradhan Siksika Samiti.

It is my pleasure and privilege to present the report of the Pradhana Siksika Samity before the distinguished gathering of this afternoon.

This samity first met on the 7th of March 1956, to discuss its aims and objects, which were defined as—

1. Knowing each other
2. Co-operating with the dept. of Ext. Services by suggesting what problems may be profitably taken up and what help may be offered by the dept. to schools.
3. Discussing in a pleasant and social atmosphere the problems of sec. edn. and finding practical solutions to those.
4. Formulating clear opinions and offering definite suggestions to the Board of sec. Edn. regarding syllabus, examinations etc, to bring about the necessary changes.

It was decided to hold monthly meetings generally of the 3rd Saturday of each month and there have been 8 meetings of the samity. We have now 37 members most of whom belong to Calcutta schools but there are headmistresses from Barasat, Dum Dum, Shibpur, Dhakuria & Uluberia.

Different topics have been taken up for discussion namely, School Broadcasts, Cumulative record cards, the evaluating of teachers' work and the maintaining of records of the same. The discussions have been very lively and we have always aimed at practical solutions.

We were disappointed when we were told that Sri. M. Sengupta, the supervisor of School Broadcasts had refused to come and meet the members of the samity. But we profited indeed from the discussion amongst us. Valuable recommendations were made as regards the time of the broadcast, the topics to be taken up, the speakers to be selected, the materials, space and equipments required. It was considered to be of the utmost importance that the programme of 1957 should reach the school by the middle of Dec and the Broadcasting council should consist of more representatives of teachers and heads of institutions.

It was unanimously agreed that the cumulative record cards if properly maintained should serve very useful purpose. It was felt that the cards should be simplified and brought down to the minimum to avoid too much extra work for the teachers.

The best way for filling in the cards would be to hold joint discussions of all the teachers concerned and the headmistress.

There was a good deal of deliberations as regards the heavy work of the teachers. The work was heavy no doubt but it was felt that there was no way out of it, we have taken

up the profession and we must do what it demands on us. We have to find time for self-improvement, for expanding socially, and increasing our knowledge for our own sake and the sake of our pupils. Our time, specially holidays, if wisely utilized, should not prove to be too insufficient. It was stated that many teachers of to-day have lost the spirit of education. This has to be regenerated in spite of all difficulties. In this connection I should like to mention that there are still now, examples of very good work by some teachers which should get more publicity as that will serve to inspire others.

This is an age of reorganisation and expansion of education in our country. We feel that we teachers have a great part to play. The Pradhan Siksika Samiti thought now, but a few months' old can grow up to be a very important and useful organisation. It is our energy, enthusiasm, clear thought, foresight, correct decision, and above all a vision for better and nobler education for our country, will make it what it ought to be.

In conclusion, we must thank the Dept. of Ext. Services for offering us this unique opportunity of getting together, studying the problems and learning how some of our sisters are solving them or putting our heads together to find out the solutions. Lastly, I should be ungrateful if I did not mention Mrs. Das and Mrs. Karlekar, the Director and Coordinator of this Dept., who have always been with us at our meetings, joined in our deliberations and offered valuable suggestions.

"The edifice of education should be our common reation, not only the teachers, not only the organisers, but also the students. The boys must give part of then life to build it up and feel that they are leving in a world which is then own and that is the best freedom which man can have."

Mahatma Gandhi.

Annual Report of the Home Science Teachers' Association.

Report on the meetings of the Home Science Teachers' Association held during the period from March to December, 1956.

The meetings of the committee were held on the following occasions :—

The first meeting of the Home Science Teachers' Association, formed under the auspices of the Department of Extension Service, Institute of Education for Women, was held on the 1st March, 1956 at 4. 30. P. M.

Miss Patsy Graves, The Home Economics Advisor, West Bengal Government, took the chair. Amongst others present were Miss, Shanti Chakravarty, Chief Instructor Home Science Wing, Extension Training Centre, Fulia, Mrs. Nalini Das, Principal, the Institute, Mrs. Kalyani Karlekar, Co-ordinator, the Department of Extension Services, Mrs. Bane Sarkar, Assistant Co-ordinator, and Mrs. Subarna Banerjee who acted as the Secretary to the Group on Home Science at the Educational Conference held by the Department, from which this Association had emerged.

35 teachers, representing 23 schools, came together to form the Association. Mrs. Sonia John of Gokhale Memorial Girls' School, took a leading part in the discussions.

The aims and objects of the Association were first discussed. Mrs. Karlekar suggested that it should be a professional club of Home Science teachers rather than a teachers' union. Mrs. John said that the aim would be the circulation of knowledge of Home Science, the holding of informal discussion meetings where light would be thrown on the problems of the teachers. She also suggested to hold refresher courses or to adopt any other means to increase the efficiency of teachers. Miss Graves said that the interchange of ideas would help the teachers to solve their practical problems.

Mrs. Karlekar raised the question of a written constitution for the Association. Miss Graves and Miss Chakravaty clarified the position with regard to the All India Home Science Association. If the newly formed association becomes a separate body it will require a constitution, otherwise it will have the constitution of the All India Home Science Association and will be affiliated to it. If it be a professional club, a constitution will not be necessary. only rules and regulations will suffice.

It will be possible to form a body and to affiliate it with the parent organisation. It was decided to obtain the necessary information about the Constitution of the All India Home Science Association from Mrs. Tarabhai, Directress, Lady Irwin College, New Delhi. The Committee of the association could then deal with the question of rules and regulations, A

Energy and Work, Life, the Human Machine, its needs and care, and Biographies of Eminent Scientists. Here we do not find water-tight compartments of Physics and Chemistry, Zoology and Astronomy, but science which is really knowledge of Nature which "man has tried to systematise and explain, is looked upon as one whole. From now on, we shall not ask our children to memorise theories and laws from set text books, but we shall try to make them understand these principles in relation to what they see around them. The remembering part will come automatically once their interest is aroused and they see the significance of events and happening. We shall not allow our children to end up their school career with a certain amount of knowledge in just one or two branches of science, but let them get a clear conception of the principles which form the basis of Nature—a Nature which has within her folds the earth, the air, the star studded sky, the animal world and the vegetable kingdom. Let them understand their own selves, the infinitely complicated and delicate organ which is the human body—how this body works and how it can be maintained in the highest state of efficiency. Let children realise the power of Nature, the tremendous energy residing in an atom, the ways and means of harnessing the different natural forces for the benefit of the human race. It is Science, as we visualise, it is to be taught in our schools which will enable children to get an insight into all this and much more, but it is the teaching of Social studies which will assist them to utilise the knowledge gained—utilise it for the good of humanity and not for its destruction. Therefore Social studies and Science should go hand in hand.

The broad principles are neither difficult to plan nor to understand, but it is when we come down to planning the syllabus itself, the trouble arises. With the daily piling up of Scientific data in all its different fields, the problem is what to include and what to omit from this mass of facts.

The original draft syllabus prepared by the Central Coordination committee of the All India Council for Secondary Education, was carefully scrutinised by a panel of experts, among whom were professors of Training Colleges, and experienced headmasters and science teachers. The results of the discussion held in this All India Seminar have been published and will prove to be of great assistance to teachers. The main topics of discussion were :—

- (i) The aims and the content of the course.
- (ii) The experience to be provided and methods to be used.
- (iii) Evaluation procedure to be followed in determining the extent of progress of the pupils.
- (iv) Improve the competence of the teachers to cope with changing objective of science teaching. These are indeed the outstanding problems on which attention should be focussed.

While teaching Science, teachers are advised to have before them the following objectives :—

1. To familiarise the pupil with the world in which he lives and to make him understand the impact of science of society, so as to enable him to adjust himself to his environment.

2. To acquaint him with the Scientific method and to enable him to develop the scientific attitude.

3. To give the pupil a historical perspective, so that he may understand the evolution of scientific development.

Planning and execution of the syllabus should take into consideration the different age groups, needs of the community, correlations with local environment, as well as available time, staff, equipment etc.

Some definite suggestions for effective teaching of General Science have been made by the Seminar. These can be summarised as follows :—

1. Teaching of Science at the Secondary Stage cannot be isolated from the instruction given at the elementary level.

2. The concentric method need not be followed within the higher Secondary Stage.

3. The Evaluation of the work should be done at the end of each year by the teacher himself, and there will also be an external examination at the end of the course. Both the internal and external examiners shall each have 50% of the total marks for examination and evaluation of the students.

4. Subject matter is to be dealt with in a psychological rather than logical order.

5. Projects on time charts and case histories should be included dealing with eminent scientists and inventors.

6. Number of periods allotted to science teachers should not exceed two thirds of the number of periods allotted to other teachers, and in the practical class there should be one teacher for every twenty pupils.

7. There should be a practical examination at the end of every year.

8. Short-term refresher courses should be arranged for existing science teachers.

9. Proper provision for laboratory equipment, apparatus, space etc, should be insisted upon, and there should be regular inspection to see that the required standard of teaching maintained.

The modified draft syllabus is explained very clearly by the Seminar, and it will serve as a guidance to teachers as to the actual course content as well as the demonstration and experiments which will help to clarify each topic, also the outdoor activities that are possible to plan in connection with them.

The discussion regarding the contents and methods of teaching science is not a closed subject. In view of the fact that only a few high schools are being converted into Higher Secondary Schools, the working of the syllabus should be closely observed during the next few years and modified, if necessary, in the light of experience gained. In the mean time it is up to all those who are connected in any way with Secondary education to do their best to make the scheme a success.

convening Committee could be formed in the mean time. An admission fee and a small subscription could be charged monthly to start with. It was decided to charge Re. 1 as admission fee, and 4 annas as monthly subscription.

The interim Convening Committee would consist of Mrs. Amiya Coondoo of Bethune School, who would act as convenor, Mrs. Basanti Sen Gupta of Shri Shikshayatan and Depali Sen of Kalidhan Institution. It was decided that the first meeting of the newly formed committee would be held on Thursday, the 15th March 1956 at 3. P. M. In the meeting the names of the subscribed members were enlisted.

Mrs. Das then said that their visit to different schools revealed that home science is taught under rather unfavourable conditions in each of them which are to be upgraded. After her there arose a discussion regarding the lack of accommodation and proper materials. They emphasized on the point that even the syllabus is not yet ready. The Govt. circular about the syllabus is that the different states would submit their own syllabuses to the centre and then the centre would make a new syllabus on a national scale.

Suggestions were asked from the teachers present for names for the committee members. Field workers would then have some share in framing the syllabus. The syllabus should be ready by the middle of 1956 if courses would start in January 1957, books and equipment could also be ready, but what would be about the staff? The college of Home Science of the Calcutta University has not started yet, but staff would be required from next January. As higher trained staff was not available, the present staff would have to do the work. By the end of the year when syllabus and requirements had emerged, refresher courses might perhaps be arranged with the help of Domestic Science College of the Calcutta University. Young teachers who were not graduates may become graduates in the near future, and on completion of the course would be treated as Domestic Science trained Graduates. A profitable refresher course may thus be offered at the end of the year.

Suggestions were invited from the teachers to make the course practical. A list of apparatus was handed round and discussed, Mrs. John considered the list to be long and expensive, but there were too few of necessary individual items e.g. 3 or 4 saucepans for a class of 20, or 4 chulas for 20 girls. The money (Rs. 2000) was obviously inadequate for the list. There was very little thought in putting the list together. There is overlapping and repetition and the list needed to be revised and adjusted to the funds available.

The list was cyclostyled and circulated to interested schools for criticism and suggestions. The following schools asked for the list:—Gokhale Memorial, Shri-Shikshayatan Ramesh Mitter, Brahmo Girls', Rukmini Vidya Mandir, Kalidhan Institution, Kalighat Mahakali Pathshala, Rajkumari Memorial (Baranagore) Girls School.

The next general meeting of the association was held on the 5th April 1956. 19 members were present. Rupees fifteen were collected from the twelve members as subscriptions and admission fees.

An Executive committee was formed as follows.
President—Miss Patsy Graves.

Vice-President—Mrs. Nalini Das.

Secretary—Sagar Rani Chanda (Cal. Girls' Academy).

Treasurer—Mrs Basanti Sen Gupta (Shri-Shiksayatan).

Co-opted Members—Sabita Bose (Sunity Shiksalaya).

Nilima Maitra (Muralidhar Girls' High School).

Question of affiliation to the All India Home Science Association was raised. The members suggested that the required Rs. 25 a year be raised from the members separately rather than increase the subscription. The Treasurer would take the responsibility of collecting the amount. Committee would take up the matter of affiliation and write the necessary letters. The question was left undecided due to small attendance, and until the collection of the required Rs. 25 was completed.

The next committee meeting on the 26th April was postponed and the Association meeting on the 10th May could not be held for want of proper attendance.

The next meeting of the Association was held on the 26th July 1956 at 5.P.M.

20 members were present. The two items of the agenda remained to be considered (1) applying for the membership of the All India Home Science Association and writing school text books on Home Science.

It was felt that it would not be possible for the Home Science Teachers' Association to pay Rupees 25/- out of its very small regular subscriptions which will have to be raised by annual additional subscription from members. But no final decision could be reached because firstly not even twenty five members were present at the meeting and secondly the benefits of joining such an association were not clearly understood.

Also there was some discussion about the possibility of writing school text books on Home Science. The teachers present were not confident about tackling the Higher Secondary course immediately, they also felt that such an effort would be premature at this stage. It was decided that so far as the higher secondary course was concerned, the teachers would at the present hold discussions on them. It was also suggested that at the next meeting the teachers would bring text books on Home Science for classes VI, VII & VIII of their schools and hold discussions on them with a view to work out an Association "Hand book" for the guidance of teachers. Miss Patsy Graves very kindly offered to supply the association with a Comprehensive list of Indian books on Home Science. Some of the teachers requested the Association to organise lectures on different topics of Home Science by competent persons. But before taking up such a task, some lectures on certain topics were necessary. The topics will be selected at the next meeting when the syllabuses are discussed.

The next meeting was held on the 23rd August '56 and it was felt that a hand book for teacher's guidance could be completed with some chapters written by different teachers. The responsibility for drafting different chapters of a hand-book for teachers' Home Science of class VI was conferred and it was resolved that some lectures would be arranged for them on further occasions.

On the meeting of 20th September 1956 the draft syllabus for Higher Secondary Schools issued by the All India Council for Secondary Education was taken up for discussions and the discussion was continued in a special meeting on 24th September 1956. It was felt that a closer study of the syllabus would be necessary before a definite opinion could be given on them. The teachers present were requested to submit written notes as early as possible.

The general impression on a cursory study was, however, that comparing the one-subject course (included in the Humanities and Science Groups) and the three subject course (Group 7) it was found that the theoretical portion of the one subject course was actually heavier than that of the three subjects course while the practical part was not sufficiently lighter.

It was decided to hold the annual conference of the Association in the second half of December along with an exhibition of work by pupils of different schools.

"Still on this sacred soil of India, this land of Sita and Sairtu, among women may be found such character, such spirit of service, such affection, compassion, contentment and reverence, as I could not find any where else in the world ! with such materials of great promise, you could not, alas, work out their uplift ! If they get the right sort of education, they may well turn out to be the ideal women in the world."

Swami Vivekananda.

Annual Report of The English Teachers, Association

A common meeting ground for the Teachers of English in West Bengal has been a crying need for a long time. At a meeting held on the 31st January, 1956, attended by teachers from 41 schools, Mrs Karlekar, the Coordinator of the Department of Extension Services of the Institute of Education for Women, proposed that an English Teachers' Association be formed. Another meeting of teachers of English of girls' schools in Calcutta laid the foundation of the English Teachers' Association. Miss Lotika Ghose proposed that the idea of a club should be inherent in the Association, the aims of which, social as well as professional, were clearly laid down. It was felt that teachers from various schools should meet and exchange ideas whereby a new orientation in English teaching could be achieved.

The Association also aims at developing spoken English, the need for which has been pointed out by the Board of Secondary Education in West Bengal. It is felt that there is very little fluency in speaking English among teachers of English. The reasons are thought to be lack of interest in English, an antagonism towards English and lack of opportunities for speaking English,

A study circle was formed to discuss the difficulties that teachers have to face and find out ways and means to solve them.

The Association further decided to make suggestions for reforms in the syllabus. As for instance, it was suggested that teaching of grammar should be made objective.

Various means were suggested of realising the aims and objects of the association. The admission fee was fixed at Re 1/- and the subscription at as 4/- per month.

A pleasant function of the Association was held on the 16th May, 1956, Miss R. Lahiri from Loreto House (Middleton Row) opened a series of "One Minute Self Introduction" talks. It was a lively occasion though the number of members present was not large.

Again, the club showed its untiring zeal by organising a debate on the 17th July, '56. Prof. Amiya Kumar Mujumdar of the Presidency College was on the chair. The motion before the house was—"English should be replaced by 1965". Four members of the Association supported the motion while four students of the Presidency College, who enlivened the occasion by their presence, opposed it. After quite a lively discussion the motion was lost by 19 votes to 26.

The main problem that confronted the next meeting held on the 18th September was

that of thien attendance of members at the various functions of the Association which seemed to imply lack of interest on the part of the members. It was, however, resolved that Association should be continued and teachers were encouraged to bring along others interested in its activities.

It was further proposed to have a special programme of the English Teachers' Association during the Annual conference of the Department of Evtension Servioes to be hold in Decem. '56.

To provide better facilities for spoken English from the professional point of view certain suggestions were made regarding the teaching of English in schools. These suggestions were published in the Teachers' Quarterly. It was also suggested that facility and opportunity should be provided and teachers should be encouraged to improve their English. The playing of Linguaphone records and arranging radio programmes were considered to be profitable methods for such improvement. Copies of the Draft Syllabus, for a six years' course in English, issued by the All India Council for Secondary Education was distributed for study by teachers.

The Association met again on the 14th November 1956 to chalk out the programme of the English Teachers' Conference. It was decided that the Draft syllabus should be discussed on that occasion.

At a meeting held on Thursday, the 29th November at the David Hare Training College it was decided to amalgamate this Association with the one organised by the Department of Extension Services of the David Hare Training College to form a larger one with both nen and women teachers of English.

It was decided that the new association should be attached to the Extension Services Departments of the David Hare Training College and the Institute of Education for Women and be named the Association of Teachers of English of West Bengal.

The membership was thrown open to all teachers of English in West Bengal.

The aims and objects of the amalgamated body were stated to be the same, viz, to promote and further the interests of teachers of English by

(a) Providing means for the interchange of ideas and information on the various aspects and problems of teaching English in educational institutions in West Bengal.

(b) Presenting to the educational authorities the considered views of the members of the association on such topics as syllabause, text books and examinations in English.

(c) Collaborating with such bodies as the Departments of Extension Services attached to training colleges, in the organisation of Refresher courses and other means of improving the teaching techniques of teachers of English in West Bengal.

A steering committee was formed with Mrs, Nalini Das on the chair and five members. The Coordinators of the Departments of Extension Services and the Senior Professors of English of the David Hare Training College were coopted ex-officio.

The first meeting of the Steering Committee was held on the first December, 1956. It was decided that Conference of Teachers of English arranged by the Department of Extension Services of the Institute of Education for Women would be celebrated as the first conference of the new and larger association. The programme for January would be arranged at the David Hare Training College and that the British Council should be requested to provide a programme in February.

In conclusion, we take this opportunity to express our grateful thanks and encouragement received from various organisations. To the U. S. I. S. who have donated many books as well as lent books for long terms, the British Council for helping us at every step and teachers and professors of schools and colleges who have given us guidance.

We have to face various difficulties such as the lack of proper text books, inadequate facilities for the training of teachers, lack of funds as well as space. But these should not deter us from attempting to realise our aims and ideals.

“One of the most important changes in the educational field seems to be from the compartmental concept of education, as it prevailed in the age of *laissez faire*, to the integral concept.”

Earl Mannheim

Report of the Annual Conference of the Department of Extension Services.

I am presenting this Report to you with mixed feelings for I do not know how to evaluate the work done upto now. Neither shall I try to do so for our work will depend upon how you all take it.

It is more than a year since the department had started its work and a little less since it had been inaugurated by the president of this conference.

The Department of Extension Services of the Institute of Education for Women started its work from the 14th October, 1955.

After preliminary field work in and around Calcutta, it held the Inaugural Conference in February, 1956. Preliminary to the Conference, group discussions in the form of seminars were held on the following subjects, viz, Upgrading of Secondary Schools and Diversification of Courses, Correlation of Subjects and Projects, the Problem of Discipline, the Reformation of Examination, and Objective Tests Teaching of English in High Schools and of Home Science and Hygiene on the 28th, 30th and 31st January, 1956.

The General Session was held on the 5th February, 1956 when Mrs. Renuka Roy, Minister of Relief and Rehabilitation, formally inaugurated the Department and Sri D. M. Sen Education Secretary, West Bengal, presided over the Conference. About 250 educationists of all categories attended the seminars and the Conference on a daily average,

Three professional associations, viz., the Pradhan Siksika Samiti and the Home Science and the English Teachers' Associations were organised immediately afterwards. The last named association has recently been amalgamated with its counterpart, organised by the Department of Extension Services of David Hare Training College, to form a larger association of men and women teachers of English. The reports of these associations have been already presented to you.

Four series of training courses have been held during the year, in Spring, Summer, Rains and Autumn. The subjects offered for the Spring term were Objective Tests, Correlation of Subjects and Projects, Methods of Teaching English, Spoken English and Apparatus making. Ninety two teachers attended the courses and 118 certificates were awarded. The same courses were repeated in the "Summer Camp," held in June, 1956, for the benefit of teachers of out of station schools. Fifty two teachers attended these courses and 148 certificates were awarded.

The Rains Term and the Autumn Camp courses were held, with the same subjects in August September and October for Calcutta and moffusil school teachers respectively. The

subjects offered were methods of teaching History, Geography and Bengali. A course of Hindi was offered in the Rains Term, but could not be repeated in the Autumn Camp on account of a paucity of trainees. Six orientation lectures on social studies were made compulsory for teachers taking History or Geography and making of visual aids was compulsory for all trainees. The apparatus prepared by trainees in all the four courses were taken to their schools by them for use in teaching.

We have also published three issues of our journal the "Teachers' Quarterly", in March, June and October. The final one of the year will appear by about the end of this year. It is distributed free to educationists and all interested in it on payment of postage only.

We planned this first annual conference on a larger scale than the inaugural one stretching it over a period of three weeks.

The first occasion in our Annual Conference celebrations was the Annual Meeting of the Pradhan Siksha Samiti and of headmistresses. It was held on the 8th December 1956 at 3.P.M. The attendance was not as good as could have been expected which was partly attributable to the overcrowding of public transport in certain areas on the arrival of Chou En Lie, the Prime Minister of China. About twenty head mistresses were present. Sri B.K. Neogy, who was on the Chair, gave a very elucidating talk about the principles guiding the reorganisation of secondary education by the Government of West Bengal. Those who heard him felt that many points which had been hitherto obscure to them were now clarified. It was, indeed, one of the most illuminating talks on the subject that we have heard.

A lively discussion followed Mr Neogy's talk touching on various allied subjects like teachers' qualifications and salaries, courses of studies, the position of the West Bengal Board of Secondary Education in the matter of awarding grants to schools, advisability of changing the present academic year to start the session from April.

The following were the main participants in the discussions Sm.S.Roy (Bethune) Sm.S.Banerji (Sakhawat) Sm P. Bose (Ballygunje Siksa Sadan) Sm A. Dev (Muralidhar) Sm Latika Roy (Sri Siksayatan) Sm Anjali chatterjee (Shibpore Bhowani) Sm.I.V.Sing (S.S.Jalan) Sm Nisha Chakravarti and Sm. Shovona Guha.

Group discussion meetings, of head mistresses and senior teachers were held on the following day, on the Draft Syllabuses of Higher Secondary Schools issued by the All India Council for Secondary Education.

This event also, was not sufficiently well attended and the only subjects that could be taken up for discussion were Social Studies, General Science and Mathematics.

Mrs Karlekar, the Coordinator of the Department of Extension Services acted as recorder in the discussion of the syllabus for Social Studies.

The first feeling, in discussing the syllabus was that it needed a more practical

approach and should be worked out mainly through projects and "research" method. Some teachers expressed doubt whether, in our social conditions, it will be possible for girls to take up field studies. This difficulty, however, was made light of by others.

It was also felt that the order in which the syllabus is arranged is neither logical nor psychological. The items I, II and III in the first section can not be taken up consecutively. If a parallel treatment, is indicated, the arrangement of the matter should be elaborated by some competent person for the guidance of teachers. Most head mistresses felt that, in view of the fact that teachers will have to teach without text books, a detailed handbook of method and procedure will be needed by them. The standard of the average teacher is not such that she can be expected to strike out on her own.

The discussion could not proceed longer, because the headmistresses were in a hurry to return by daylight on account of traffic difficulties and the meeting was adjourned till the 12th December at 5 P. M. Cyclostyled copies of the Draft Syllabuses were handed out to those who had not received them before.

The attendance was still thinner on the 12th. Mrs. S. Sengupta (Lake School for Girls) took a leading part in the discussions. She felt that the syllabus is too crowded in the first part and incomplete and partial in the second. The survey of modern ways of living and of various parts of the world is too far-flung in time and space to be conveniently dealt with. There were others who felt that, given a light and objective approach, the subject matter will not be too heavy, specially in the light of the fact that it replaces history, geography and civics. Everyone, however, felt that, used as the teachers are to bookish learning and teaching, they will need a great deal of guidance and orientation before they can adopt the new approach.

The second part of the syllabus, ie, "Living in Free India" is defective in this that the modern history part of it is neither complete, nor well balanced. Some great leaders, specially of Bengal, were omitted while others were not put in a proper light.

There was also some apprehension that "Cram notes" or digests of various books on this subject will be published unless the system of evaluation is radically changed and note books are banned.

Group discussions on the Draft Syllabuses for Mathematics and General Science were held on Sunday, the 9th December and Wednesday, the 12th December, 1956. A number of headmistress and science teachers took part in the discussions, but the attendance was not as large as was expected. Mrs. Das, Principal of the Institute of Education and Mrs. Sovana Dasgupta, Lecturer, acted as guides on the first and Mrs. Latika Dasgupta and Mrs. Shovana Dasgupta, on the second day. The following suggestions were made :—

1. A Science Teachers' Association should be started for teachers to meet from time to time and discuss their problems, especially when faced with the changed syllabus.

2. It has been stipulated that marks are to be allotted for practical work even in those

school which are not being immediately upgraded, but many of these schools have very limited laboratory space, something should be done to help them out of this difficulty.

3. As regards the syllabus itself, the arithmetic portion seems to be too stiff for a compulsory paper. Mensuration should be included in Mathematics taught in Group D instead of in Group B. Deviation and percentile circle and curvilinear graphs should be excluded. "Map projection" has not been properly explained, it will be too difficult if contour maps are intended. The "idea" of Banking is not clear and specific. "কড়ি গুণ" should be eliminated from the lower classes to lighten the load.

An elocution competition was held on the 10th December, 1956. Pupils from the following schools participated :—

All Bengal Women's Union Jr. High School.

Ballygunje Siksa Sadan.

Barisha Girls' High School.

Beltala Girls School.

Bethune Collegiate School.

Binapani Purdah Girls High School.

Chetla Girls' High School.

Holy Child Girls' High School.

Kanchrapara Girls' High School.

Lake School for Girls.

Muralidhar Girls High School.

Rukmini Balika Vidyalaya.

Sakhawat Memorial Girls High School.

Sri Aurobindo Balika Vidyalaya.

Each Girl was allowed to recite a poem of her own choice and the following obtained the first five places :—

Mita Dutta—Sakhawat Memorial Girls' High School First.

Subha Sen—Lake School for Girls Second.

Rekha Das—Holy Child Girls' High School

Minati Mukerjee—Chetla Girls' High School

Sarbani Roy—Bethune Collegiate School

} Third.

Shuktara Chatterjee—Barisha Girls High School

Shubha Ganguly—Rukmini Balika Vidyalaya

} Fourth.

Ratna Chowdhury—Sri Aurobindo Girls' High School

Anjali Bhattacharjee—Binapani Purdah Girls' High School

} Fifth.

All these girls were invited to participate in the Parents' Day exhibition elocution.

A debating competition was held on the 11th December. Girls from the following schools participated :—

Ballygunje Siksa Sadan.

Chetla Girls High School.

Muralidhar Girls High School.

Sakhawat Memorial Girls' High School.

Shree Aurobindo Girls' High School.

The subject for discussion was—"Education through activities is better than education through books". Three girls were selected, on merits, from each side, to speak for and against the motion for exhibition debate on the Parents' Day. The girls selected to speak in favour of the motion were, in order of merit, Anjana Haldar of Chetla Girls' High School, Subhasri Sen of Sakhawat Memorial Girls' High School and Swarnalata Mehra of Ballygunje Siksa Sadan. Those selected to speak against were, in order of merit, Shelli Ghose of Chetla Girls' High School, Sulekha Bose of Shree Aurobindo Balika Vidyalaya and Chhanda Roy of Sakhawat Memorial Girls' High School.

The Parents' Day was celebrated on the 17th December, with Prof. P. N. Bisi as president and Sm Lila Majumdar as chief guest. The guests were entertained with debate elocution and a short dramatisation of a Tagore poem. The last was performed by girls of the Lake School for Girls' and girls selected on the results of the elocution and debating competitions participated in the elocution and debate.

The whole performance was a success, the only failure being on the part of the parents. The chairs in a pandal hopefully erected on the basis of a large number of cards distributed through schools were only half filled and those also much more by teachers and pupils than by parents. The notes of disappointment and warning arising out of this experience having been for more skilfully sounded by the president and the chief guest I shall refrain from making any comment in this report.

The "Pupils' Day" was another interesting programme of the Annual Conference. A good many children from different Schools, in their different uniforms participated in the function. The green lawn looked bright with merriment and gay colours.

The function started with magic shown by Mr. S. C. Mukherjee and was greatly appreciated by the girls and teachers present. Most of the tricks were presented in interesting form to amuse young girls. Different schools, then, came forward with their respective parts of entertainment. The following were the items offered :

A. B. W. U. Jr. High School—One scene from Tagore's "Laksmir Pariksa".

Chetla Girls' High School—Drill and Yogic Asanas.

Muralidhar Girls High School—Dance—"Rainbow"

Rukmini Vidyamandir—Short Sketch—"Suksma Vichar"

Sakhawat Memorial Girls High School—Gurba Dance.

Sri Aurobindo Balika Vidyalaya—Dramatic Recitation "Narad-Narad"

Suniti Siksalaya—Folk song and comic sketch.

The most commendable of the above were the 'Folk song' by Suniti Siksalaya and yogic asanas by a girl from the Chetla High Schools, both of these secured encores. The colourful "gurba" and "Ramdhanu dances by the girls of the Sakhawat and Muralidhar Girls' High School respectively were also very enjoyable.

The celebrations ended with an amusing game arranged by Sm. Sunila Guha of the Institute of Education for Women. It was a mass game in which all the girls from all the schools

participated.

The Annual Conference of Teachers of English was held on the 19th December, 1956, Dr. Kitchin, erstwhile Professor of Teachers' Training college Columbia University, was on the chair. This meeting, also, like the previous ones suffered from meagre attendance, but the discussions were highly interesting and fruitful.

Mrs. Renu Sen of Muralidhar Girls' School presented the annual report and a paper to open discussions on the draft syllabus for English as issued by the All India Council for Secondary Education. Her paper is not being summarised here as it will be published in the next issue of the "Teachers' Quarterly"

Sri B. Sinha of Jagabandhu School spoke next. He said that a new approach to the teaching of English has become necessary since it is no more the medium of instruction in schools. Previously, we used to learn English through all the subjects and now, without that help, we have to change the technique.

He added that English is not a knowledge subject but a skill subject and as such, we need a lot of practice in acquiring the skill. It is like riding,—we can read a large number of books about riding but cannot learn to ride without practice.

It is true, he said, that the time allotted for teaching English is rather short, but, given the right type of teachers, we can achieve a good deal within that period.

He mentioned the "Direct Method" which is to replace the old "Translation method" and said that an artificial atmosphere will have to be provided for the application of this method. The basis of the Direct Method is the identification of the "thing" with the "symbol" without intervening media. The introduction of mother tongue comes as an intrusion in this process. We should, therefore, resort to the mother tongue only when we cannot do without it and, then also, not to translate, but to indicate how we say it in the mother tongue.

He said that the last generations had been brought up on "Nesfield's Grammar" He mentioned a friend of his who would not accept any phrase or idiom in English which is not found in that book. But the English language has changed and we should keep abreast of those changes.

Regarding the method of teaching, he said that the teaching of grammar should be functional. "Gatenby's grammar" and the "Deepak Readers" have been introduced in Jagabandhu school by Mr. Sinha. The pupils are getting enough materials for grammatical exercises from their text books.

He referred to some difficulty about text books. The "Deepak Readers" drawn upon the lines indicated in the "Draft Syllabus" are good but have too much of "Madras" background,

Similar books should be written in Bengal.

Audio Visual Aids—A Review.

ARATI GUHA M. A., B. T.

A copy of the recommendations made by the All India Teachers Conference on Audio Visual Education organized by the Ministry of Education and held at New Delhi in July 1956 has been received and gone through carefully by us.

Audio-Visual aids are indispensable in teaching, as they ensure a proper grasp of the subjects and develop the imagination of the students. Our educational system is undergoing a change, and we think that the recommendations have been made just in time.

Those have been put under different heads and those again are subdivided into several sections, thus leaving no side of the subject untouched. The conference thinks that for the proper development of audio-visual education every State Government should have an Audio-Visual Aids Section in its Education Department and also an Audio-Visual Aids Training Centre, and it advises every school to have one of its teachers specialised in the use of audio-visual aids.

Attention has been drawn to the importance of using blackboards and bulletin boards laying emphasis on the fact that the latter should entirely be a result of the creative effort of the pupils.

Films and filmstrips have high place among the audio-visual aids, and the conference has made several recommendations so that these may be used more and more in our schools. Here we have just one thing to say. The conference suggests that every school must possess a film projector. We think that most of the schools would be financially handicapped to carry out the suggestion if the State Government does not become more generous in giving aids to the schools. Producers and directors should also be given proper facilities so that quite a good number of educational films for the children may be released every year.

The conference has also drawn our attention to the great educational value of field trips and educational broadcasts.

To be brief, the recommendations are no doubt well thought out ones, and the broad outlook and sincere spirit which they have been made deserve appreciation from all quarters.

Autumn Term Courses.

We are grateful to the following Professors, lecturers and research scholars of different institutions without whose kind help it would have been impossible to proceed with the training courses. Their names and the numbers against their names indicating the number of classes they delivered their lectures are given below.

History

| | | | |
|-------------------|-----------------|--------------------------|---|
| Sri S. B. Purkait | Research Fellow | Dept. of Education, Cal. | |
| | | Univ. | 7 |
| Sm. Lina Roy | " " | " " " " | 8 |

Geography

| | | | |
|------------------------|-----------------|-----------------------------|---|
| Sri. L. C. Chakrabarti | Asst. Professor | David Hare Training College | 4 |
| Sri. K. S. Gupta | Lecturer | Dept. of Education, Cal. | |
| | | Univ. | 4 |
| Sri. K. G. Bagchi | " | Dept. of Geography Cal. | |
| | | Univ. | 4 |
| Sm. Meera Guha | " | Dept. of Geography, Cal. | |
| | | Univ. | 4 |

Social Studies

| | | | |
|------------------|-----------|--------------------------|---|
| Sri J. P. Lahiri | Principal | Chirimiri College (M.P.) | 6 |
|------------------|-----------|--------------------------|---|

Bengali

| | | | |
|-----------------|------------------|-----------------------------------|---|
| Sri S. C. Roy | Lecturer | David Hare Trading College | 4 |
| Sm. Sudha Datta | Research Scholar | " " " " | 2 |
| Sm. K. Karlekar | Co-Ordinator | Dept. Extension Services. | 9 |
| | | Institute of Education for Women, | |

Apparatus Making

| | | | |
|--------------------|--|------------------------------|---|
| Sri K. L. Das | | David Hare Training College. | 6 |
| Sm. Savitri Sarkar | | Scottish Church College. | 6 |

Lastly, he said in conclusion, that there should be a revolutionary change in the method of examination and not only of teaching.

Sri Srinivas Bhattacharya, Asst. Coordinator, Department of Extension Services, of the David Hare Training College who spoke next, said that he would express his opinion in favour of the Draft Syllabus though he was not a teacher of English. The problems, whether they be of books, teachers, or the system, were serious. As the new method involved a lot of practice there should be ample time for correction of pupils' work, but teachers do not have enough time and that makes matters very grave indeed.

He was also doubtful about this new method of teaching through structures because he felt that competent teachers will not be available.

Miss Sultana Ahmed of Anjuman Girls High School stressed the need for oral examinations. She said that this was very important because interviews and viva voce tests are very necessary in life.

Miss Lotika Ghose of the Institute of Education for Women, then, said that there is a lot of confusion about the Draft Syllabus. The approach is new. The teaching of English was passive upto now and recently, the active side has attracted attention. However, there must be some delay in the application of this method. Some syllabus and ways of teaching correct English will have to be devised. The stress on the "oral side" will involve stress on pronunciation, accent, intonation etc. which have been, hitherto neglected.

The period of six years is not too short, nor should there be any lowering of standard, but we shall have to give up a lot of pretensions. Then we shall have to experiment and, probably, make changes to adapt the methods to our needs.

The change should, however, come slowly. More attention should be paid, first to the training of teachers. Teachers will have to talk in English in class and that is what they cannot do.

Someone should request the authorities to make arrangements for proper training. The Department of Extension Services is doing good work in changing the general attitude, but their short courses are not enough. The Coordinator should approach the authorities for organisation of proper courses.

Her opinion was that oral examinations were not necessary. We are too "examination ridden." She said that college boys may think of interviews but school boys need not worry about them.

The last speaker, in the discussion was Mrs. Sadhana Guha, who gave a description of her experiments with the new method in the Sakhawat Memorial Girls High School. Her article appears in this issue. The very interesting and thought provoking presidential address has also, been separately printed in summary.

The meeting ended with a vote of thanks to the chair and to all present. The members of the Association of teachers of English of West Bengal instinctively felt that they have acquired a new friend in Dr. Kitchen.

The Annual Conference of Home Science Teachers was held on the 20th December. Prof. S. Bannerjee, the Head of the Department of Physiology of the Presidency College, was the Chief guest and speaker and Mrs. Das took the Chair in the absence, due to fever, of Miss P. Graves who was originally scheduled to have been the president.

Sm. B. Sengupta of Sri Siksayatana read the Annual Report of the Association and Mrs. Choubey of Sir N. N. School, read a short paper dealing with some of the practical difficulties which the teachers of Home Science have to face.

The highlight of the Conference was the very interesting and illuminating talk given by Prof. Bannerjee, a summary of which appears elsewhere.

The General Session of the Conference was held on the 22nd December under the chairmanship of Mrs. Renuka Roy, Minister of Relief and Rehabilitation, West Bengal.

Mrs. Das, Principal, Institute of Education for Women, and Director of the Department welcomed the President and the guests and the reports of the three conferences and the General Report of the whole series were presented. Mrs. Roy delivered a most inspiring and encouraging speech, as her presidential address. The function ended pleasantly with a short humorous play acted and presented by the old students of the Institute.

Vote of Thanks

Manju Acharya, Asst. Coordinator.

It is a great pleasure and privilege for me to come to the rostrum to convey the formal vote of thanks to the chair at the concluding session of the Annual Educational Conference. But our thanks are more than a formal affair and must include all those, who participated in this function and helped us in so many ways to carry out such a big task as this conference.

First of all, we express our hearty thanks to Mrs. Renuka Roy, Minister, Refugee and Rehabilitation, West Bengal, who has very kindly honoured us by presiding over the general conference, the last one of our two-weeks' programme.

We thank also those, who kindly presided over all other functions and those who spoke at the different functions, helping us by their learned deliberations and inspiring us to further work and researches in our field. We should thank specially Prof. Pramathanath Bisi, Sm. Lila Majumdar, Mrs. Kitchin and Prof. Sachchidananda Banerjee, Head of the Dept. Physiology, Presidency College, for their illuminating talks.

And then, all the members of the staff of the Institute of Education, who acted as judges in the debate and elocution competition. But for their smileful help and lively cooperation our function could never have achieved the success it has done. For this, our grateful thanks are due to Miss. Latika Ghose, Sm. Bijoya Seogupta, Sm. Bimala Majumdar, Sm. Santi Dutta, Sm. Protiva Benerjee, Sm. Subarna Banerjee, Sm. Latika Dasgupa, Sm. Sovana Dasgupta, Sm. Sunila Guha, Sm. Jayanti Ghose, Sm. Indira Das, Sm. Sugiti Mukherjee, and Sm. Aloke Sanyal. It is in the fitness of things that we should also remember here the students of the Hastings House who offered helping hands by participating in the functions and acting as volunteers.

Those who have helped us in our venture of the "Teachers Quarterly", now only four issue old, deserve thanks their contribution, suggestions, and patronage. The encouraging response to this adventure is a positive source of our optimism.

We have before us a very long list of Professors and Headmistresses and teachers as well as institutions, who gave their full cooperation in carrying out refresher courses particularly, of the Institute of Education, David Hare Training College, Calcutta University, Education and Geography Departments, Scottish Church College, Loreto House, Rastra Bhasa Prachar Samity, Indian Museum, Meteorological Office, Alipore, Ramkrishna Mission, Basic Education Centre, Sarisha, U. S. I. S & British Council.

Our thanks are also for the peons and malis of the Institute and the caterers at the tea-stalls for their active help and nice arrangements.

Let us, once again, thank you all whose presence has lent grace to our Conference and vigour and hope to our new schemes in the Extension Services.



Review of Work

We come again before you after three months and this appearance closes the first year of "Teachers' Quarterly". In the course of the year we have published, amongst others, articles on matter, methods and techniques of teaching, specially with reference to the almost total reorientation which faces secondary education today. We shall continue to publish such articles from school teachers and other educationists in the hope that they may be of help to those who have helped teachers by contributions to our pages, but there are more, unknown to us, whose experience would benefit others and we should like to request them to write about their work.

So far as the other parts of work is concerned our experience has been quite satisfying not in any spectacular achievement, but in the steady, though slow, building up of a new idea. Most of our discussions have been of practical use and our associations, bases of friendship.

In the last three months, we have visited Sakhawat Memorial Girls' High School, S. S. Jalan Balika Vidyalaya, Holy Child Institute for Girls and St. John's Diocesan School. The last mentioned of these is starting as an upgraded multipurpose school from January, 1957, with Humanities, Science and Commerce. We shall consider it a valuable experience if we are able to observe its development in the new line.

Meetings of the different associations were regularly held in the last three months and, in December, they had their annual conferences. The annual reports of the associations and the reports of their conferences have appeared in the pages of this issue.

There were two special meetings of the Association of Teachers of English and elocution and debating competitions and Parents' and Pupils' Days celebrations in connection with the Annual Conference of the Department.

AUTUMN TERM COURSES

| <i>Name of Schools and Trainee</i> | <i>Subject taken</i> | <i>Work Done</i> |
|--|--|--|
| Barrackpore Girls' High School | | |
| Suprava Majumdar | Bengali, Geography, Social Studies. | Two fret works, Outline map of Africa. |
| Ila Das Gupta | Bengali, History, Geograph. | Historical map, Slate map Historical chart. |
| Barlow Girls High School. (Malda) | | |
| Usha Saha | History, Beng, Social Studies, Apparatus making. | Time line chart, One time line, Three models for teaching literature, Handwork in teaching Social Studies, Map of Bengali in stencil paper. |
| Santi Sarkar | Social Studies, Beng. Hist. Geo. Apparatus making. | Model of the work of river and fold mountain in paper pulp. Fret work, map of Africa in stencil paper. Map of Bengal in Stencil paper, Map of Australia in stencil paper, One time line. |
| Annapurna Biswas | Geog. Beng. Apparatus making. | An outline map of South Africa Model of Rift Valley, Model of Damodar Valley Project. |
| Barasat K. K. Girls' School. Chhaya Chatterjee | Hist. Bengali. | Charts-Indian Civilisation, First half of 19th century. |
| Begum Favzannessa Balika Vidyalaya Arati Guha | Hist. Beng. Social Studies. | One chart, Line of time. |
| Binodini Girls' School Malina Dey | Hist. Social studies, Beng. Apparatus making. | Two historical time-line charts One historical map. |
| Sudha Khasnabis | Beng. Apparatus making. | One historical map. |

C. C. Girls' High School

Latika Sengupta

Geog. Beng. Hist. Appat.
making.One chart showing alphabets
of the world. One slate map
of India, One fret work.

Putul Ghatak

Hist. Beng. Geog. Social Stu-
dies Appat. Making.One historical map, One his-
torical time line chart.

Gayatri Palit

Hist. Gego. Beng. Social stu-
dies Apparatus making.Two models of Geography, one
work of the river Fold moun-
tain, one historical chart.**Indian Girls' High School
(Kanchrapara)**

Jharna Sen

Hist. Beng. Social studies,
Apparatus makingOne historical map, one picture
chart of history one historical
time line chart.**Kasundia Mahakali Balika
Vidyalawa, Howrah.**

Arati Debi

Geog. Beng. Social studies,
Appar. making.One Geography model, one
slate map, one paper pulp
model.**Kalikrishna Girls' High
School**

Mira Bhattacharya,

Beng, Geog.

Slatemap of India, A map of
India showing Physical fea-
tures, Model of D. V. project.**Kirty Chandra Girl School**

Kaushalya Grover

Hit. Geog. Social studies,
Apparatus making.One model on Geography, One
Time line chart, One stair
chart.

Kaushalya Devi

Hist. Geog. Social studies,
Apparatus making.One model on Geography, Two
charts on History.

Parul Roy Chowdhury

Beng. Hist. Geog. Social—
Studies, Apparatus making.One time line chart,
One Pictorial chart on history.

Durga Banerjee

Hist. Geog. Beng. Social—
Studies, Apparatus making.One Geographical map, One
historical time line chart, one
slate map.

**Kumudini Kanya Vidya-
mandir.**

Archana Majumdar

Beng. Geog. Social Studies.

A geographical chart, Fret work, An outline map of India in Stensil.

**Peary Charan Girls High
School.**

Manika Chowdhury

Social Studies, Beng. Hist.
Geog. Apparatus making.

One Slate map of India, Fret work one chart (Historical India).

Kamala Paul

Hist. Beng. Geog. Social Studies, Apparatus making.

One historical map of Africa, Fret work, One Geographical model.

Sudha Datta

Geography, Beng. Hist. Social studies, Appat. making.

Modelling (Volcano) Fret work.

Renu Roy

Social Studies, Geog.
Hist. Beng. appt. making.

A slate map of South America.

Parul Banerjee

Geog. Hist. Beng. Social studies, Apparatus making.

Modelling (rift valley) Fret work.

**Raj M C. Girls Jr. High
School.**

Nilima Bhomick

Geog. Beng. Hist. Social study, Apparatus making.

One geographical model, "Three stages of river" one slate map, one fret work.

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